

UNIVERSITY OF OREGON
Department of Counseling Psychology and Human Services
COLLEGE OF EDUCATION

Prevention Science (PREV)
Doctoral Program

STUDENT HANDBOOK
2020-2021

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POLICY STATEMENT

While every effort is made to ensure the accuracy of the information contained herein, the University of Oregon, the College of Education, and the Department of Counseling Psychology and Human Services maintain the right to make changes at any time without prior notice. Students will be made aware of all changes. Students are encouraged to review the Undergraduate/Graduate Catalog (<http://catalog.uoregon.edu>) the first term of matriculation into a graduate degree program. Each University Bulletin goes into effect at the beginning of Fall term the academic year of issue and expires at the end of summer session the seventh academic year after publication. Neither this policy statement nor the University Bulletin represents a contract between the graduate program and current or prospective students.

INTRODUCTION & PROGRAM DESCRIPTION

Prevention science is a multidisciplinary field, integrating theories and methodologies from the disciplines of public health, human development, education, behavioral science (e.g., psychology, sociology, and neuroscience), economics, evaluation, epidemiology, and public policy and administration. The five primary objectives for the Prevention Science Ph.D. training program at the University of Oregon are: (1) To produce graduates who can describe theoretical models, risk and protective factors, preventive interventions (especially evidence-based ones), and implementation practices related to prevention programs and policies for diverse populations; (2) To produce graduates who understand and adhere to the standards of knowledge for prevention science, including best practices in research design and methods, data analysis, interpretation, dissemination and rigorous ethical practice; (3) To produce graduates who are committed to multicultural competence and enhancing human welfare in their scholarly work related to prevention science; (4) To produce graduates who display professionalism in their relationships with faculty, staff, peers, and community partners in diverse settings; (5) To produce graduates who demonstrate in-depth knowledge in a specialization area of prevention science (e.g., advanced methodology, school-based health, neuroscience). The philosophy, training, and coursework of the UO's Prevention Science Graduate Programs are based on the guidelines provided by the Society for Prevention Research (SPR), which is "an organization dedicated to advancing the scientific investigation of the etiology and prevention of social, physical, mental health, and academic problems and to the translation of that information to promote health and well-being."

Consistent with the unifying themes of the field of prevention science, and the focus and strengths of the Department of Counseling Psychology & Human Services, the Prevention Science doctoral program emphasizes research training in a strengths-based approach that aids in "identifying malleable risk and protective factors, assessing the efficacy and effectiveness of preventive interventions, and identifying optimal means of dissemination and diffusion" (Society for Prevention Research, 2011). This is a research-intensive doctoral program. The curriculum is designed to facilitate students' development of multicultural competence in research and scientific inquiry, and to train prevention scientists who are capable of advancing healthy outcomes across diverse settings.

Once enrolled, students will be assigned to a primary advisor. As part of the training experience, students may join research projects and activities of current faculty within the College of Education (COE), Prevention Science Program Affiliated faculty members, and other participating faculty members in the Prevention Science Institute (<http://psi.uoregon.edu/>). Students will also have the opportunity to work alongside prevention practitioners and leaders at the university and in the broader community as part of elective prevention science externships and research experiences.

The program curriculum (described in greater detail in this handbook) provides students with unique training opportunities through its courses and seminars, integrating the best of available courses and opportunities from our highly ranked College of Education. The curriculum promotes a strengths-based orientation and advocates community involvement at all levels of learning and application. Coursework is provided concurrent with exposure to applied research. The program requires a minimum of 105 quarter credit hours of course requirements, which includes a minimum of 18 quarter credit hours of dissertation work. Requirements also include completion of a "Pre-Dissertation" Research Paper; successful completion of comprehensive examination; completion of minimum of 9 quarter credit hours

(i.e., 3 courses) in one specialty area (examples of which include: (1) School-based health, (2) Advanced methodology, (3) Neuroscience, (4) Community wellness and equity promotion, (5) College student development); and completion of a dissertation. Completion of the aforementioned requirements leads to a Doctorate of Philosophy (Ph.D.) in Prevention Science. See Appendix B for the Society for Prevention Research (SPR) Standards of Knowledge for the Science of Prevention that inform our curriculum: <https://coedocs.uoregon.edu/display/StudentResources/Prevention+Science>

Department Mission and the Prevention Science Doctoral Program

Our ecological orientation and emphasis on contextual considerations, the generation of knowledge, and excellence are enthusiastically supported by our department, the College of Education, and the University of Oregon. In that regard, the College of Education mission emphasizes “**making educational and social systems work for all**—by developing the capabilities of professional educators and clinicians, advancing a culture of effective professional practice through research and evidence-based support, and strengthening the capacity and accountability of community and education agencies to design, provide and continuously improve individual and organizational learning, performance and progress.” The University of Oregon mission statement states “The University is a community of scholars dedicated to the highest standards of academic inquiry, learning, and service. Recognizing that knowledge is the fundamental wealth of civilization, the university strives to enrich the public that sustains it through:

- the integration of teaching, research, and service as mutually enriching enterprises that together accomplish the university’s mission and support its spirit of community
- the acceptance of the challenge of an evolving social, political, and technological environment by welcoming and guiding change rather than reacting to it
- a dedication to the principles of equality of opportunity and freedom from unfair discrimination for all members of the university community and an acceptance of true diversity as an affirmation of individual identity within a welcoming community
- the cultivation of an attitude toward citizenship that fosters a caring, supportive atmosphere on campus and the wise exercise of civic responsibilities and individual judgment throughout life.”

The Department of Counseling Psychology and Human Services reinforces and augments these University aspirations through the Department Mission:

Scientist-Practitioners in the Counseling Psychology and Human Services Department in the College of Education are committed to community-based research and scholarship focused on improving prevention and intervention practice for children, youth, adults, and families. We are committed to training socially-aware and multiculturally competent researchers who, in partnership with their communities, promote social justice, enhance individual and family well-being through the conduct of evidence-based research, and apply behavioral science toward understanding and improving human problems.

Prevention Science Educational Philosophy

The educational and research philosophy of the Prevention Science Program is grounded in four key principles:

1. First, consistent with the unifying themes of prevention science, we emphasize prevention training and a strengths-based approach. Our training spans education and prevention work relevant to children, adolescents, adults, families, and communities within their diverse environments. We emphasize research that aids in the identification and reduction of risk factors, as well as the enhancement of protective factors, and that contributes to the evidence base of practices that promote health and well-being.
2. Second, we strive to: (a) facilitate students’ conceptualization of science and evidence-based community preventative practice as complementary and interdependent; (b) provide students with training in philosophies of research and scientific inquiry that they can use to advance prevention research in diverse settings; and (c) foster students’ socialization and professional identity development as prevention scientists.
3. Third, consistent with ecological (Bronfenbrenner, 1979) and systems (Bateson et al., 1979; Sexton & Lebow,

2014) models of human development, we infuse training with attention to the contexts and systems within which human behavior occurs. These contexts must be considered if behaviors and community wellness are to be understood. Assessment and preventive intervention research are viewed within the unique social, historical, political, and cultural contexts in which they occur, and students are trained to consider these contextual factors in all aspects of their work. Failure to consider person-system interactions leads to preventive interventions that are inefficient at best and that may be harmful at worst, and leads to research practice and conclusions that are limited in scope and applicability at best and that may be severely misguided and harmful at worst.

4. Fourth, guided by the ecological model discussed above, we understand that communities and systems of care are also embedded in cultures. We are committed to training students in models of prevention that are guided by evidenced-based practices and informed by communities and stakeholders, with particular attention to cultural variation and cultural differences in the application of prevention across populations. We infuse attention to human diversity and multicultural competency throughout students' coursework, research, and professional activities. Scholarship and service activities reflect our focus on prevention practices, diversity, and the application of science to enhance the well-being of individuals, families, and communities.

Commitment to Diversity

The Prevention Science program embraces a culture of respect and inclusion with a commitment to honoring diversity in all aspects of our program. The concept of diversity encompasses acceptance and respect in understanding that each individual is unique. Diversity includes, but is not limited to race, ethnicity, tribal affiliation, national origin, age, sexual orientation, gender, gender-expression/identity, socioeconomic status, disabilities, immigration status, and spiritual/religious affiliations. We aim to honor and value diverse ways of learning, knowing, and experiencing. We also hope to create a forum where dialogues can take place that foster individual, as well as collective self-awareness and growth. In keeping with our commitment to these values, we ask that everyone (students, faculty, staff and supervisors) partner in a shared responsibility to build inclusion, equity, and respect of diversity across all our programs. We seek specific forms of reflection and action (praxis) that supports both social change (promoting social justice) and professional change (critical reflection and action about our professions' contributions to oppression and inequity). This can only happen if we continue to reflect on how our cultural and socio-economic backgrounds and diverse life experiences influence our work. Thus, while we each bring unique perspectives to our professional work, as a program we expect that our students, faculty and staff, as human service professionals, strive toward competency in fully respecting all people.

Program Goals & Competencies

Goals:

- Goal #1: Graduates can describe theoretical models, risk and protective factors, preventive interventions (especially evidence-based ones), and implementation practices related to prevention programs and policies for diverse populations;
- Goal #2: Graduates understand and adhere to the standards of knowledge for prevention science, including best practices in research design and methods, data analysis, interpretation, dissemination and rigorous ethical practice;
- Goal #3: Graduates are committed to multicultural competence and enhancing human welfare in their scholarly work related to prevention science;
- Goal #4: Graduates display professionalism in their relationships with faculty, staff, peers, and community partners in diverse settings;
- Goal #5: Graduates demonstrate in-depth knowledge in a specialization area of prevention science (e.g., advanced methodology, school-based health, neuroscience).

Competencies:

Learning objectives for the Prevention Science graduate programs will focus on preparing students to achieve the following set of minimum competencies that accompany the stated program goals:

- Competency 1: Students can describe the origins, foundations, and standards of prevention science. (Goal #2)
- Competency 2: Students can design and carry out theoretically-grounded research studies that contribute to the literature on risk and protective factors, and identify their mechanisms of influence associated with behavioral health outcomes across the lifespan. (Goal #1, #2, #3)
- Competency 3: Students demonstrate knowledge of evidence-based preventive interventions and policies and understand how to apply prevention science theories to the design, implementation, and evaluation of preventive interventions. (Goal #1, #2, #3, #4)
- Competency 4: Students integrate knowledge of research design, quantitative methods, data analysis, and multi-method, multi-agent assessment methods commonly used in prevention science into their research activities. (Goal #2)
- Competency 5: Students demonstrate skill in disseminating their work to diverse audiences via formal academic presentations, instructional activities, and professional/academic writing. (Goal #1, #2, #3, #4, #5)
- Competency 6: Students demonstrate awareness, understanding, and incorporation of diversity and contextual issues such as culture, identity, ethnicity, gender, sexual orientation, disability, marginalization, poverty, inequality, and religion in their research, applied activities, and professional behavior. (Goal #1, #3, #4)
- Competency 7: Students indicate a commitment to continuous learning and professional development by establishing and maintaining effective professional relationships with faculty, research and teaching supervisors, collaborators, participants, agency personnel, peers, and staff, and being responsive to constructive feedback. (Goal #4)
- Competency 8: Students demonstrate honesty, personal responsibility, and knowledge and appropriate application of relevant ethical and legal codes related to prevention science (e.g., APA Ethical Standards). (Goal #4)

Methods by which the learning outcomes will be assessed and used to improve curriculum and instruction

Student performance and competency development will be evaluated through course examinations and course grades, pre-dissertation paper, comprehensive examination, dissertation proposal, dissertation, performance on graduate assistantships, advising feedback on professional and academic development as well as research production process, and annual student reviews. We will use specific Program Competencies described above as benchmarks for student performance and development. Processes in place for improving the program, curriculum, and instructional and research opportunities include engaging in routine student feedback, instructor evaluations, connecting with advisors and cohort members in informal and formal ways, the COE annual student survey, and other methods. We will also hold monthly faculty meetings with PREV Faculty. You can find the list of PREV program faculty here:

<https://education.uoregon.edu/people/prevsci>. Once a year, a PREV faculty meeting will focus specifically on program review and planning.

ACADEMIC POLICIES

Request for Accommodation

If you have a documented disability and anticipate needing accommodations, please request that the Counselor for Students with Disabilities at the Accessible Education Center (541-346-1155, uoaec@uoregon.edu) send a letter verifying your disability. Disabilities may include but are not limited to neurological impairment, orthopedic impairment, traumatic brain injury, visual impairment, chronic medical conditions, emotional/psychological disabilities, hearing impairment, and learning disabilities.

Continuous Enrollment

Unless on-leave status has been approved, a student enrolled in an advanced degree or graduate certificate program must attend the university continuously until all program requirements have been completed. The student must register for 3 graduate credits each term, excluding summer session, to be continuously enrolled.

To receive a graduate degree, a continuously enrolled student must have completed, at the time of graduation, all requirements described in the department and Graduate School sections of the catalog in effect when the student was first admitted and enrolled at the University of Oregon. All students must be enrolled for a minimum of 3 credit hours in the term they plan to graduate, including summer term.

A student who has not maintained continuous enrollment is subject to the requirements described in the department and Graduate School sections of the catalog in effect the first term the student was readmitted by the Graduate School and reenrolled at the University of Oregon.

On-Leave Status

A graduate student interrupting a study program for one or more terms, excluding summer session, must register for on-leave status to ensure a place in the program upon return. Only graduate students in good standing are eligible.

The Graduate School must receive the application by the last registration day in that term, as noted in the schedule of classes. On-leave status is granted for a specified time period that may not exceed three academic terms, excluding summer session. Students with on-leave status need not pay fees. However, students must register and pay fees if they will be using university facilities or faculty or staff services during that term. Students are advised to work with their faculty advisor when considering taking leave. Please refer to the University of Oregon Catalog for additional information.

Transferred Credit

Students entering the program with a master's degree may request a substitution of previous graduate level coursework for required program courses (i.e., credit transfer). Graduate credits earned may be counted toward the Prevention Science degree under the following conditions: (a) Total transferred credits may not exceed 15 credits (exceptions may be made on a case by case basis), (b) The courses must be relevant to the degree program, have reasonable content overlap, and taken at the graduate level, (c) The student's program faculty and the Graduate School must approve the transfer, (d) The grades earned must be A+, A, A-, B+, B, or P, (e) The courses must be taken in the last 7 years. If previous graduate level coursework was counted towards another degree that student has previously received, then credit transfer is not an option. In such cases, students can choose to waive courses (see process below) but they still need to complete the required numbers of credits for this degree program.

Difference between credit transfer and course waiver: When you transfer credits for coursework you have previously completed, you do not need to take those courses again and your credits get transferred (so you do not need to take other courses in lieu of the waived coursework to complete program required credits). When you waive a course, you do not need to take that specific course, but you still need to take some other course in lieu of that to complete the required program credits (i.e., when requesting a course waiver, credits are **not** transferred).

Transferred credits are not used in computing the UO cumulative grade point average. A Graduate School Request for Transfer of Credit form must be completed the first term of enrollment. General University transfer credit information may be found at <http://admissions.uoregon.edu/apply/tequiv.htm> and Graduate School transfer credit information may be found at <http://gradschool.uoregon.edu/policies-procedures/masters/transfer>.

Course Waiver

To waive a course, a student prepares a petition that includes (a) filled [course waiver form](#) listing the course(s) asking to be waived; (b) the instructor's signature for the course, indicating that the instructor approves of the course(s) waiver; (c) the Prevention Science program director's signature; and (d) the syllabus of the course(s) already taken that covers the required course content. To ensure consistency in waiver decisions, petitions are discussed between the program director and core faculty. Faculty consider the extent to which prior coursework adequately covers the content area. Courses for which a grade of C or lower was earned cannot be waived. Courses taken more than 7 years ago cannot be used as a substitute. Students may transfer graduate credits that were not earned toward an awarded degree.

Grad school doctoral policies and procedures can be found at <https://gradschool.uoregon.edu/policies-procedures/doctoral/>

Grade Requirements

In order to maintain academic standing as a graduate student, all students must meet the requirements specified by the Graduate School, the College of Education, and the Prevention Science Doctoral Program.

All Prevention Science doctoral students must maintain at least a 3.0 grade point average (GPA) in graduate courses. All program required courses must be taken for a grade, with the exception of 601, 605, 607, 609 or similar courses that are offered as Pass/No Pass. Any program-required course with a C+ or lower earned grade must be retaken until a B- or higher grade is earned. Similarly, the grade of N (no pass) is not accepted for graduate credit and those courses must be retaken until a P (pass) is earned.

A GPA below 3.00 at any time during a graduate student's studies or the accumulation of more than 5 credits of N or F grades---regardless of the GPA---is considered unsatisfactory. The Dean of the Graduate School, after consultation with the student's home department, may drop the student from the Graduate School, thus terminating the student from enrollment in the degree program.

An incomplete (I) may be awarded if the student has completed the majority of coursework as specified in the syllabus, the work turned in is designated B- or above, and the instructor approves the (I). Graduate students must convert a graduate course incomplete into a passing grade within one calendar year of the assignment of the incomplete. Students may request more time for the removal of the incomplete by submitting a petition to the Dean of the Graduate School.

Laptops and Cell Phones

It is ultimately within faculty members' discretion to allow or disallow cell phones and laptops in their classrooms. However, due to the fact that cell phones (e.g., text messaging, internet surfing) are disruptive to others in the classroom, cell phone use is generally prohibited during class time. Cell phones must be silenced and text messaging and cell phone internet access is not allowed during class. If you have an exceptional circumstance (e.g., ill child), and need to be on standby for a possible cell phone call, please set your cell to vibrate and exit the classroom if you receive a call. If an alternate learning ability requires the use of a laptop, please let the instructor know on the first day of class. Additionally, if you use a laptop to take notes during class, please seek the permission of those around you. Typing notes during class can be very disruptive for people sitting near you – be sure that those around you are not distracted by your note taking. Computer laptop internet surfing is prohibited during class. Under no circumstances may photos, videos, or "screenshots" of classmates, instructors, of guests be taken without written permission from those being photographed or recorded.

Children/Guests in the Classroom

The faculty wishes to create a supportive classroom environment inclusive of all students, in keeping with the mission of

our program. We understand the multiple and competing demands of graduate study and, concurrently, the challenges of balancing personal and professional lives. We realize that unexpected circumstances emerge.

The classroom environment in the program is not always intended for children or guests. The sensitive and confidential nature of some course content is not always appropriate and, out of respect for the other students in the class, the policy is that anyone wishing to bring a child or guest to class must ask the instructor at least 24 hours prior to the class. The course instructor may use their discretion as to whether they believe it is appropriate for the child or guest to attend the class.

Please note: If the instructor allows a child to attend class, the caregiver is fully responsible for the child's conduct and safety. If the child's presence becomes distracting at any time, to either the instructor or the other students, the parent may be asked to remove the child from the classroom.

Advising

The Prevention Science program respects and adheres to the COE Advising Policy (Appendix A). When students are first admitted into the Program, they are assigned to a faculty advisor. The faculty advisors work with advisees to oversee their academic progress and professional development throughout their graduate study. Seminar meetings will also afford students opportunities for regular advising and support. During the first term, each student is required to meet with their advisor in order to facilitate their transition to the program, to initiate their program plan, review their academic and professional backgrounds, and to meet any specific needs regarding class schedule or support services.

Minimum student responsibilities include:

- Completing the Program Plan (completed by the end of winter term of first year)
- Preparing for advising meeting by developing questions and/or documents for review
- Initiating an advising meeting fall, winter, and spring terms to review progress
- Following through on assigned tasks

Minimum advisor responsibilities include:

- Assisting students in developing a Program Plan that meets program requirements
- Availability to meet at least once in each of the fall, winter, and spring terms with student to review his/her/their progress
- Reviewing student's performance in courses and research activities, suggesting corrective action if necessary

Students are required to meet with their advisor at least once each term. Fall term meetings may be conducted in a dedicated seminar for the purpose of reviewing student program plans. Students are required to contact their advisor no later than the fifth week of winter term to schedule an advising meeting prior to the end of winter term.

HEDCO Building and Resources – PLEASE NOTE THAT INFORMATION RELATED TO BUILDING ACCESS AND USE HAS TEMPORARILY CHANGED DUE TO COVID-19. UPDATED INFORMATION WILL BE MADE AVAILABLE AT A LATER DATE.

The HEDCO building was completed in spring of 2009. The Prevention Science graduate students share Suite 240 (most of the second floor) with the Counseling Psychology program, Couples & Family Therapy program, and Communication Disorders & Sciences program. This area includes faculty offices, program support staff areas, meeting rooms, student spaces, a faculty/staff kitchen and a student kitchen (with microwave, sink, and small fridge), faculty mailboxes (room 242), student mailboxes (room 265), and the Robin Jaqua Archetypal Library (room 240). Graduate students have access to the suite at all times once they submit their UOID Prox number to the PrevSci Academic Program Coordinator. The Prox card can be used to enter through the main front doors on the east side of the building or the south side entrance by the clinic, stairs and elevators. With this access, students are expected to act responsibly, respecting security and maintaining a clean shared space. If you find that your Prox card is not working, send the Academic Program Coordinator an email stating which door you tried to enter and your Prox card number (last five digits on the back side of the card).

Students may reserve meeting spaces in HEDCO 240, 244, 258, or 271 and the third floor meeting rooms as well if needed. Send an email to cphsstudent@uoregon.edu with the following information:

- Day of the week (Monday, Tuesday, etc.)
- Date (e.g. September 22)
- Start time
- End time
- Number of people
- Event title (e.g. PrevSci research meeting, PrevSci student work group meeting, PrevSci study session, etc.)
- Contact person and email
- Room preference if there is one

If you are not able to reserve in advance and you need the room on that same day, you may contact the Academic Program Coordinator by email (prevsci@uoregon.edu) or in-person.

During business hours, students also have access to other facilities in HEDCO. The Learning Commons (LC) is located on the first floor. It is a student work area with 26 desktop computers running both Mac and Windows with SPSS, Microsoft Office, and internet, and a student run help-desk is always staffed. Students may check out a laptop and adaptor, but items must be returned by the closing hours of that same day. Printing is provided through the campus cash system with both black and white (8¢ per piece of paper, single or double-sided) and color printing (40¢ per side). There are 5 large panels that students can hook up to their laptops for group work activities. There are 2 small group rooms and 4 individual study rooms that can be reserved. During the academic terms, the LC is open Monday – Thursday, 8:00 AM – 8:00 PM, and Friday, 8:00 AM – 5:00 PM. It is open regular hours during finals week, but it is not open between terms. During the summer it is open Monday – Friday, 8:00 AM – 5:00 PM.

The Education Station Café is a favorite spot for people from all over campus. It is open during the academic terms on Monday – Thursday, 8:00 AM to 5:00 PM, and Friday 8:00 AM – 3:00 PM. If you use your own cup, you save 25¢.

Remediation

A need for remediation typically occurs when a student experiences difficulty in one or more of the following areas: (1) behavioral; (2) academic; and (3) legal/ethical.

1. Behavioral problems include the student’s inability or unwillingness to follow directions, to accept and respond appropriately to feedback, to work successfully with others, extreme social insensitivity, and other situations that affect the student’s ability to be a successful student.
2. Academic factors may include the student’s inability or unwillingness to acquire and demonstrate competence in program content, or to comply with program, college, and university procedures.
3. Legal/ethical factors may include the student’s use of inappropriate language or actions, and violation of university rules (such as cheating, plagiarism, lying, and other offenses detailed in university and college policy and published in the Schedule of Classes each term) or state laws that demonstrate the student does not meet professional standards for conduct.

Remediation is designed to assist students by providing (1) early identification of a problem area(s); and (2) establishing a working plan for problem correction. The remediation plan affords students an opportunity to correct problems and to move toward successful program completion. In some situations, however, remediation may not be possible (e.g., serious ethical breach). Therefore, the remediation policy does not obligate program faculty members to follow or provide specific procedures or activities since each situation is unique and efforts and decisions must be individually tailored to each situation.

The guidelines for remediation, which emphasize prevention, early intervention, and cooperative remediation planning, are as follows:

1. The Prevention Science core faculty will provide a description of the criteria for successful program completion. These criteria are outlined in course and research seminar syllabi. Students are obligated to conduct themselves in a manner consistent with the applicable American Psychological Association Code of Professional Ethics (<http://www.apa.org/ethics/code/index.aspx>).
2. Early screening procedures to assure admitted students have the necessary skills to succeed. Program students are required to meet with their faculty advisor once per term, and more frequently when useful. It is the student's responsibility to initiate per term meetings with his/her faculty advisor. It is the faculty advisor's responsibility to be reasonably available for these regular meetings. Moreover, students are encouraged to inform their faculty advisor about any needs for accommodation. It is the student's responsibility to initiate contact with program faculty about his/her/their need for accommodation.
3. Written procedures for developing action plans to assist and support students who do not perform adequately on screening/admission procedures and clear timelines for demonstrating adequate correction when remediation is an appropriate alternative to immediate termination. In that regard, when a problem area is identified, the faculty advisor will bring his/her/their concerns and observations to the Prevention Science core faculty. When appropriate, several remediation ideas will be discussed, and then brought to the student in a meeting between the student and advisor or, when useful, the entire core faculty or other combination of faculty/administrative personnel. A remediation plan is developed in that meeting or shortly thereafter, including identification of problem area(s), tasks for problem resolution, criteria for problem resolution, and a timeline for review and completion. These conditions are documented in writing and placed in the student's academic file. Failure to comply with any prescribed remedial action may result in disciplinary action, including dismissal from the degree program. Failure to complete the remediation plan after three attempts will result in dismissal from the program.

In line with the College of Education Academic Policies and Procedures, when serious deficiencies are noted, students are notified in writing by the appropriate faculty member with a copy of the letter to the program director and department head. Similarly, when serious deficiencies are noted in externships or independent research courses, regardless of the time during the term, course supervisors, in collaboration with the Program Director, will prepare a letter for the student with a copy to the Department Head. The letter will include:

- A description of the issues to be addressed
- A plan for addressing each issue
- A description of any previous efforts to address or prevent each issue
- Criteria for determining the issues have been remedied or resolved, and
- A timeline for review.

The program may choose to include the following options: additional remediation of unsatisfactory work or deficiency; offering alternative strategies for moving forward; assistance in transferring to another program; and termination from the program. Additional remediation strategies might include completion of additional supervision time, transfer to another research or externship site, or leave of absence from the course and/or degree program. When this process results in a decision to terminate a student from their program, the Department Head will forward a letter to that effect through the Program Director to the Director of Academic Supports and Student Services who will forward it to the appropriate university office. Once a student has been dismissed from the program the only option for possible readmission is to reapply.

General Remedial Procedures

Due process is utilized in resolving concerns about a student's behavioral, academic, or ethical performance. The faculty will follow the general procedure outlined below:

1. Review the concerns regarding the student.
2. Request and receive, where appropriate, further written evaluations from faculty and supervisors.
3. Convene, when necessary, a meeting with the student in order that the faculty and student may share concerns and

arrive at a specific program of remediation.

4. Review the student's standing, making a recommendation that the standing be maintained or changed. The student will be notified in writing of this recommendation.
5. Notification of recommendation to the student, should remedial action be deemed appropriate, including possible probation, dismissal or a leave of absence. Specific expectations that the student must meet before the student is reconsidered for reinstatement to full status in the program will be clearly outlined in the letter.
6. Determine the nature, type, and frequency of subsequent reviews.
7. If the student, having notification of the faculty's recommendations, believes the procedure unjust or this decision unfair, or that new information could lead to a different decision, they may present an appeal in writing to the faculty and addressed to the program director, with a copy to the department head.
8. The student may not be deprived of the right to pursue their education and training during the process of evaluation or appeal, unless the physical or emotional safety of the student and/or their students or clients or research participants, etc. is involved. If a student is to be suspended from participation in training, he/she/they must be notified in writing. The letter will state the time frames and limits of the temporary suspension, and its rationale. A copy of the letter is to be maintained in the student's permanent file.
9. Once a student has been dismissed from the program the only option for possible readmission is to reapply.

All College of Education and university policies and procedures regarding student grievance rights apply throughout the review and remediation process described here.

Diversity Statement

The policy of the University of Oregon to support and value diversity. To do so requires that we:

- respect the dignity and essential worth of all individuals.
- promote a culture of respect throughout the University community.
- respect the privacy, property, and freedom of others.
- reject bigotry, discrimination, violence, or intimidation of any kind.
- practice personal and academic integrity and expect it from others.
- promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

Background Checks (updated 9/2020)

The College of Education (COE) is committed to ensuring the protection of minors and other vulnerable populations. As a result, students must have a *clear and current* background check prior to enrolling in any COE course that requires students to:

- Act as a practicing professional (i.e., counselor, teacher, therapist, case manager etc.) or
- Be responsible for the care, custody or control of minors and/or other vulnerable populations

Please note: A *clear* background check is determined by the program in accordance with its standards. A *current* background check is defined as within three years of the initial clearance date. Observations and other curriculum-based activities that do not require students to act as a practicing professional nor require students to be responsible for the care, custody or control of minors and/or other vulnerable populations are excluded from these requirements (see related university policy, IV.05.06 Protection of Minors <https://policies.uoregon.edu/vol-4-finance-administration-infrastructure/ch-5-public-safety/protection-minors>).

Note: Students in educator licensure programs must ALSO complete background checks through TSPC in addition to completing the process outlined below.

Step	Who	What
1	Student	<p>Visit the Risk Management Services (RMS) website at www.riskmitigation.us/UOCOE to begin the process. The fee for this check is \$20.50 and payment is required before proceeding with the application itself.</p> <p>Click “Add to Cart” and submit payment by credit card or PayPal. You will receive a payment confirmation email for your records.</p> <p><i>Note: Fingerprints are not required to complete the background check through RMS.</i></p>
2	Student	<p>On the next screen, click the “Get Started” button and answer the questions as thoroughly as possible. Your payment confirmation email will also contain a link to the application page.</p> <p><i>Application Tips</i></p> <ul style="list-style-type: none"> • There are seven steps to proceed through the application, which consists of several pages of notices and authorizations with questions interspersed throughout. <i>Please read through the information completely.</i> • Most pages require you to check a confirmation box at the bottom before moving to the next step. • To move from page to page, click the “Submit” button at the bottom once you have entered your responses. • At the end of the application, please <u>DO NOT</u> click the “Save” button. This feature does not work correctly and will cause you to have to begin the process again starting immediately after payment. If this does happen, use the link you received by email to start again. <p>When you have fully completed the application, click the final “I Agree/Submit” button and wait for notification that your application has been submitted. You will also receive an email confirmation.</p>

5	RMS	<p>RMS will conduct the background check. Processing typically takes up to two weeks but may be longer in some cases. You will receive an email notification once the check has been completed.</p> <p>RMS will also notify the College of Education when your check is completed.</p>
6	COE	<p>The College of Education Field Services Team will update programs of new clearances weekly.</p> <p><i>NOTE: Students MUST clear the background check before beginning any course/program-required field experience and are expected to meet the volunteer requirements of the sites at which they are placed in addition to completing this check.</i></p>

Questions about background checks? Contact coeplacement@uoregon.edu.

COURSEWORK

LIST OF REQUIRED COURSES

Required coursework covers the following domains:

1. Core Psychological Foundations (26 credits minimum);
CPSY 621: Lifespan Developmental Psych (3)
CPSY 642: Child/Family Interventions (4) or other intervention-focused course (3-4)
CPSY 645: Health Promotion and Equity (3) or other health-related course (3-4)
PREV 631: Intro to Prevention Science (3)
PREV 633: Contemporary Issues in Public Health (3)
PREV 634: Implementation Science (3)
SPSY 650: Developmental Psychopathology (4)
SPSY 652: Bio Aspects of Behavior (4)
2. Research Methods (24 credits minimum);
EDUC 612: Social Sci Research Design (3)
EDUC 614: Educational Statistics (3)
EDUC 620: Program Eval I (3)
EDUC 621: Program Eval II (3) or other advanced research methodology course (3-4)
EDUC 640: Appl Stat Design & Analysis (3)
EDUC 642: Multiple Regression in Educ (3)
EDUC 644: Multivariate Stats (3)
EDLD 628 HLM I (3) or EDLD 633 SEM I (3)
3. Research Credits (PREV 601) (15 credits minimum);
4. Specialty Area (9 credits minimum);
5. PREV Seminar credits (PREV 607) (9 credits minimum)
6. Grant Writing (SPED 626) (3 credits)
7. Supervised College Teaching (PREV 602) (1 credit minimum)
8. Dissertation (PREV 603) (18 credits minimum)

See Appendix D for program required course descriptions

Specialty Area

Students are required to take a minimum of 3 content courses (9 credits minimum) in a Specialty Area. Some examples of Specialty Area topics include: (1) School-based Health; (2) Advanced Methodology; (3) Neuroscience; (4) Community Wellness and Equity Promotion; or (5) College Student Development. Courses cannot be “double-counted” as a PREV required course and a Specialty Area elective, with the exception of quantitative research methods (QRM) specialization. More details about the QRM specialization can be found here: <https://education.uoregon.edu/qrme/specialization>. Courses will be drawn from existing courses in the COE, as well as University wide. Students select their Specialty Area and the associated courses in consultation with and approval from their Advisor.

Research Methodology coursework: All PhD students in the COE are required to enroll in a minimum of 6 courses in educational research methodology. The list of required research methodology courses in the program plan meets this requirement (see bolded courses below). In selecting the courses, students are required to enroll in courses from two of the following four traditions of research methodology in a 4+2 (4 courses from one tradition and 2 courses from another tradition) or 5+1 (5 courses from one tradition and 1 course from another tradition) combination:

Quantitative: EDUC 614, EDUC 616, **EDUC 640, EDUC 642, EDUC 644**, EDUC 646

Qualitative: EDUC 630, EDUC 632, EDUC 634, EDUC 636

Single-subject: EDUC 650, EDUC 652, EDUC 654, EDUC 656

Program Evaluation: **EDUC 620, EDUC 621**

Student Exchange Program: We have an academic partnership with the Prevention Science program at the University of Croatia that enables exchange of students and faculty. Students interested in this exchange program should send an email to prevsci@uoregon.edu.

Research Requirements

The PhD program is a research-intensive program. All students in the program are expected to demonstrate research competence through: (a) active participation in research projects; (b) communication of theory and empirical findings through professional presentations and publications; (c) completion of a minimum of 9 credits in PREV research seminar (PREV 607); and (d) completion of 15 credits in PREV 601 (research).

Pre-dissertation Research Paper

All students will complete a “Pre-Dissertation Research Paper” by the end of summer of their second year. Students who completed a masters’ thesis or masters’ thesis research equivalent before entering the Prevention Science program can choose to have their thesis evaluated by their advisor and the Program Director to determine if it meets the Prevention Science thesis/pre-dissertation research project requirement. In order for prior masters’ thesis or equivalent to be considered, the focus of the paper must be prevention-science oriented. The pre-dissertation paper will be reviewed and approved by the student’s advisor. The approval form can be found in Appendix E.

The following 2 options may count as a pre-dissertation paper:

1. You may write an empirical research paper to fulfill this requirement. Selection of research methods and analyses should be done in consultation with your advisor. This paper is expected to be of publishable quality, as evaluated by your advisor, and may be supervised by your advisor or another faculty member. The paper may be a pilot study for your dissertation or a separate research project altogether.
2. A student who has extensive experience with data collection/analysis/empirical research may write a critical scholarly literature review that is of publishable quality.

The following options DO NOT count for the pre-dissertation paper:

1. A literature review from a class that has not been updated and formatted for publication both in writing style and content.
2. Editing another written project or manuscript without considerable revision that involves, for example, re-writing the literature review and running new analyses and results.
3. Your dissertation proposal.

Comprehensive Examination Paper

Students will write a review article or an empirical paper to submit for publication. The topic will be related to the students’ research focus and will be agreed upon with the advisor. On rare occasions, a student may propose an alternative paper or project, such as a grant application, program evaluation, or university report. Such exceptions can be requested by the student and must be approved by the students’ advisor in consultation with the program director. Work on the comprehensive examination can be completed after the pre-dissertation research paper is completed and approved. The comprehensive examination paper may build upon the pre-dissertation research paper, but needs to be a separate, publication-quality product.

A committee comprised of the advisor and one other tenure-track faculty member (either core or affiliated, chosen by the student in consultation with the advisor) within the Prevention Science doctoral program will evaluate the comprehensive examination paper. See Appendix F for comps evaluation and rating sheet. A score of 3 (out of 5) is the cut-off or passing score for the comprehensive exam. The average score across the two reviewers (i.e., advisor and second reader) will be used as the final score. A third reader will be asked to review the comprehensive exam if there is a wide discrepancy in the scores of the two reviewers. **The comprehensive examination paper should be completed by end of year 3 in the program.** The comprehensive exam must be completed prior to advancement to candidacy.

If a student fails to pass the comprehensive exam, the committee (comprised of the student's advisor and second reader) will create a remediation plan and timeline for completion in consultation with the student and the program director.

Dissertation Requirements

Students must take a minimum of 18 dissertation credits (PREV 603), form a dissertation committee (at least 4 members as defined in the College of Education and UO), defend their dissertation proposal to their committee, write their dissertation, and give an oral defense of their dissertation. All UO Graduate School dissertation requirements must be adhered to. Students will be required to have faculty members from at least two (preferably three) disciplines on their dissertation committee.

Student Evaluation

Student evaluations occur annually. Evaluation is a central component in research training and supervision. Additionally, students are provided regular feedback by their faculty advisor. The evaluation process includes annual student self-evaluation, advisor evaluation, and core program faculty completion of a student's performance review each year.

As part of the annual evaluation process, the student and advisor are required to discuss how the advisor-advisee relationship is working out for both of them and what changes need to be made (if any). Changes may include switching advisors or transitioning to a co-advising arrangement. If changes to advising arrangement are made, the student should discuss their plans with their current advisor, proposed new advisor, and send an email to the Program Director requesting a change of advisor. Both faculty members (current and new advisor) should be copied on this email.

Teaching Competency Requirements

The teaching competency is met by passing the class PREV 602: Supervised College Teaching and by completing a variety of additional activities for which you receive points. You must complete 3 "points" to pass this competency. A list of acceptable activities for this comp includes, but is not limited to the following:

- Making a class presentation of 75-90 minutes that you deliver in a course in which you are not enrolled (1 point);
- Teaching a course (3 points);
- Facilitating groups in a group teaching format through one entire term (1 point);
- Giving an oral presentation (not a poster session) at a state, regional, or national conference (that is different from a class presentation that you may have given) (1 point);
- Giving a workshop to other professionals, such as providing a lecture or workshop for professional CEU credits (1 point).

It is necessary that you be proactive in setting up these experiences. For example, a student who has the responsibility to teach a class would meet the requirement of this competency (e.g., 3 points). However, another student may choose 3 different teaching opportunities (e.g., a lecture, a workshop, and a regional oral presentation on an area of specialty). Competency must be met by having at least one (1) lecture reviewed and critiqued by a tenure-line faculty member or approved equivalent. If you choose to have additional lectures or presentations observed, they may be critiqued by the students/audience or by the Teaching Engagement Program (TEP) on campus, who will videotape your teaching and give you feedback. **You must provide written documentation describing each qualifying activity (see program website or handbook for form) and provide evidence in writing of the evaluations and critiques you received** (e.g., student evaluations and/or a letter from the TEP stating that you used their service). Presentation and public teaching skills will be part of this comp, as well as quality of content presented. The added benefit of this competency is that you will receive specific feedback on your presentation skills that will serve you during your job selection process. Passing the course PREV 602: Supervised College Teaching requires the completion of a statement of teaching philosophy, which is described in the course syllabus. You may enroll for your required supervised college teaching credit prior to or simultaneously with fulfillment of this requirement, but should discuss this with your advisor and clarify what your teaching competency agreement is prior to registering.

Procedure

Organize your teaching competency requirements with your advisor. You will create a “teaching portfolio” that contains your lecture notes, evaluations of your teaching from each experience, overheads and handouts used, and feedback received. Written materials should include a brief statement of goals, objectives, and activities (e.g., topic, audience composition, and when, where, and how instruction was provided); you will be expected to provide evidence of the evaluations you received (e.g., student evaluations, TEP letter, audience feedback/critiques). Documentation that you have passed the Supervised College Teaching Course (checklist is included with the syllabus) and your statement of teaching philosophy should also be included in the portfolio.

Your advisor will sign the teaching comp form to verify each of the “3 points” and review your teaching critiques. Completed teaching competency materials will then be signed by the Program Director. The teaching comp does not need to be completed prior to advancing to candidacy. The only way to fail this competency is to not complete the requirements. Students who do not complete the requirements will be considered “not in good standing.” See Appendix G for the Teaching Competency Plan and Evaluation Form or access it online at the PREV student website at <https://education.uoregon.edu/counseling-family-human-services/current-prevsci-students>.

In sum, the teaching competency is met by completing the following:

- A) Pass the class PREV 602: Supervised College Teaching and provide documentation
- B) Attach statement of teaching philosophy (completed to pass PREV 602)
- C) Earn 3 teaching-activity points
- D) Have 1 lecture reviewed by a tenure-line faculty member, or approved equivalent
- E) Submit a brief descriptive statement for each teaching activity
- F) Provide written evidence of teaching activities
- G) Acquire signatures from your advisor and the program director
- H) Turn in copy of signed approval page to the academic program coordinator and your advisor

**Prevention Science Doctoral (PhD) Program Plan
College of Education/ University of Oregon**

Prevention Science (PREV) PhD (105 total credit hours, includes 18 minimum Dissertation credits)
Model 4 – Year Doctoral Program Curriculum Progression, B.A. or B.S. Entry

FIRST YEAR			
<i>Fall (14 min credits + added research)</i>	<i>Winter (11 min credits + added research)</i>	<i>Spring (6 min credits + added research)</i>	<i>Program Milestones</i>
PREV 631 – Intro to Prevention Science (3)	EDUC 614 – Educational Statistics (3)	EDUC 640 – Appl Stat Design & Analysis (3)	
CPSY 621 – Lifespan Developmental Psych (3)	CPSY 645 – Health Promotion and Equity (3) or other health-related course (3-4)	PREV 601 – Research (2-4)*	
EDUC 612 – Social Sci Research Design (3)	PREV 634 – Implementation Science (3)	PREV 607 – PREV Res Sem (1)	
PREV 633 – Contemporary Issues in Public Health (3)	PREV 601 – Research (1-5)*		
PREV 601 – Research (1-5)*	PREV 607 – PREV Res Sem (1)		
PREV 607 – PREV Res Sem (1)	<i>Program Plan completed and turned in to your advisor by the end of winter term of first year</i>		
SECOND YEAR			
<i>Fall (9 min credits + added research)</i>	<i>Winter (11 min credits + added research)</i>	<i>Spring (9 min credits + added research)</i>	<i>Program Milestones</i>
EDUC 642 – Multiple Regression in Educ (3)	Intervention-focused course (3-4)***	Specialty Area Class (3-4)**	
SPED 626 – Grant Writing (3)	EDUC 644 – Multivariate Stats (3)	SPSY 650 – Devel Psychopathology (4) (O)	
PREV 601 – Research (2-8)*	EDUC 620 – Program Evaluation I (3) (O)	PREV 607 – PREV Res Sem (1)	
PREV 607 – PREV Res Sem (1)	PREV 601 – Research (1-3)*	PREV 601 – Research (1-5)*	
	PREV 607 – PREV Res Sem (1)		Complete pre-dissertation paper by summer of year 2
THIRD YEAR			
<i>Fall (9 min credits + added research)</i>	<i>Winter (9 min credits + added research)</i>	<i>Spring (9 min credits + added research)</i>	<i>Program Milestones</i>
Specialty Area Class (3-4)**	SPSY 652 – Bio Aspects of Behav. (4) (E)	Specialty Area Class (3-4)**	Complete comps by summer of year 3
PREV 602 – Supervised College Teaching (1-3)	EDLD 628 HLM I (3) (O) EDLD 633 SEM I (3) (E)	PREV 601 – Research (2-11)	Fulfill specialty area requirements by summer of year 3
PREV 601 – Research (4-10)*	PREV 601 – Research (1-5)	PREV 607 – PREV Res Sem (1)	Propose dissertation by Fall of year 4
PREV 607 – PREV Res Sem (1)	PREV 607 – PREV Res Sem (1)	Advanced research methodology course (3-4)***	
FOURTH YEAR			
<i>Fall (6 min credits)</i>	<i>Winter (6 min credits)</i>	<i>Spring (6 min credits)</i>	<i>Program Milestones</i>
PREV 603 – Dissertation (var: 6-15)	PREV 603 – Dissertation (var: 6-15)	PREV 603 – Dissertation (var: 6-15)	Complete and defend dissertation by Spring of year 4

(E) – offered even years, (O) – offered odd years

*Students may register for more PREV 601 research credits each term for first three years based on participation in research projects/teams. **Specialty area (9 credit min, 9-12 credit total): students take a min of 3 courses (9-12 credits) in an identified “specialty area.” Example areas include: School Based Health, Adv. Methodology, Neuroscience, Community Wellness & Equity Promotion, Col. Student Development, Courses from COE and other UO departments can be taken to fulfill the specialty area (e.g. Biology, Psychology, Human Phys.). *** Intervention-focused course examples - CPSY 642: Child/Family Interventions (4), EDLD 623: Culturally adapted interventions (3), SPSY 631: Academic and Behavioral Interventions. Advanced research methodology course examples – EDUC 621: Program Eval II (3), EDUC 646: Advanced Research Design (3), EDLD 634: SEM II (3), EDLD 629: HLM II (3), PREV 610: Applied Mediation and Moderation Analysis, PREV 610: Adaptive Designs, PREV 610: Meta-Analysis I, PREV 610: Meta-Analysis II

Summary: 105 total minimum credit hours (includes 18 minimum Dissertation credits)

- 26 Core Psychological Foundations (8 courses)
- 24 Research Methods Course Credits (6 EDUC courses + program eval I & II or any other advanced research methodology (e.g., SEM I & II, HLM I & II))
- 9 Specialty Area Credits (9-12 credits in courses)
- 15 Research Credits (PREV 601)
- 9 PREV Seminar Credits (PREV 607)
- 18 Minimum Dissertation Credits (PREV 603)
- 3 Grant Writing Credits
- 1 Supervised College Teaching credit

PREVENTION SCIENCE PhD GRADUATION REQUIREMENTS AND PROCESS

MS degree en route to PhD

Students will qualify for an MS degree en route to the PhD if they have completed all graduate school requirements (<https://gradschool.uoregon.edu/academics/completing-degree/masters-minimum-requirements>) and completed their pre-dissertation paper.

Advancement to Candidacy

The program faculty recommend you for Advancement to Candidacy upon passing the following required competencies of program: (1) Coursework; (2) Specialty Area Coursework; (3) Pre-dissertation Research Paper; and (4) Comprehensive Exam. Advancement to Candidacy in the UO College of Education requires that PhD students have demonstrated competency across the domains of professional standards, scholarly communication, and educational inquiry. In the Prevention Science PhD program, the comprehensive examination process is used to determine advancement to candidacy and is the mechanism by which students demonstrate: (1) their knowledge and expertise in a specific area of study; (2) integration of knowledge related to their topic area, and (3) competence in their understanding of prevention science research and methodologies, adherence to scientific rigor, and their readiness to initiate their dissertation research project. First you must complete a form on the Prevention Science program “Student Resources” webpage, called *PREV Advancement to Candidacy*. You need to have the dates when you took each exam and the dates when you passed each exam. This form must be signed by your advisor. Then you return the form to the academic program coordinator. The academic program coordinator will then electronically confirm the information for advancement to candidacy and send it to the Graduate School. The student, faculty advisor, and the academic program coordinator receive notice of successful advancement from the Graduate School via email. All advancement documents are kept in the student’s confidential academic file. The Advancement to Candidacy Form may be obtained here:

<https://coedocs.uoregon.edu/display/StudentResources/Prevention+Science>

Candidacy Advancement Chronology & Checklist

1.	By the end of summer of second year, complete the “pre-dissertation” research paper . If you entered without a master’s degree, this project can also serve as your Master’s project. Prior to submission of this paper, you must have completed all first and second year courses listed in the program progression plan (Pg 19 of handbook). After you have successfully completed at least 45 credits of graduate coursework, complete the paperwork to advance to Level II GE.
2.	By the end of summer of third year, complete comprehensive exam (Comps) . For details see Comprehensive Exam section of the handbook.
3.	Students must complete a minimum of 9 credits in an identified “Specialty Area” before they can advance to candidacy.
4.	Complete the Advancement to Candidacy form (Appendix H). Obtain Advisor signature and submit to the Academic Program Coordinator.
5.	Initiate the on-line Advancement process on GradWeb, http://gradweb.uoregon.edu .
6.	Your Advancement Letter from the Graduate School is sent to you, your advisor, and the Academic Program Coordinator via email (“Congratulations NAME on your advancement to candidacy . . .”). Forward this email to your GE Business Manager for a GE Level III promotion. Your new payment level will begin the term following your Advancement.

Advancing to Level II GE: Students who have completed at least 45 credits of graduate coursework can advance to Level II GE. Students entering the doctoral program with a masters degree in Prevention Science or a related field (i.e., Public

Health, HDFS, Psychology, Sociology, Social Work, Couples and Family Therapy) are eligible to apply for a Level II GE. If the student does not have a masters degree in one of these related disciplines, but has taken at least one academic year of graduate level coursework in human development/child development, community/ecological focus, and research methods/stats - then decisions regarding Level II GE eligibility will be made on a case by case basis.

Advancing to Level III GE: Students who have advanced to candidacy can advance to Level III GE.

NOTE: Students need to initiate the paperwork required to advance to Level II or Level III GE. Faculty/staff will not initiate on their behalf and the upgrade does not happen automatically. See details about GE levels of appointment [here](#).

DISSERTATION

Dissertation Committee Appointment

The following must be completed prior to appointing a dissertation committee: (1) Complete all required competencies of the program; and (2) Advance to candidacy. The Graduate School requests that your dissertation committee be appointed within one month of Advancement. It is strongly recommended that you appoint your dissertation committee the same term in which you advance to candidacy. Meet with your advisor to solidify your dissertation idea and identify potential committee members.

To create your Dissertation Committee, complete the *Dissertation Committee Appointment Recommendation* form under the “General Policies” section: <https://coedocs.uoregon.edu/display/governance/Academic+Forms+and+Policies>. Turn the completed form in to the academic program coordinator, who will then submit the information to GradWeb. Your committee must include four members: 1 Chair, 2 core members (at least one of whom needs to be from the CPHS Department), and 1 institutional representative (who must be external to the CPHS Department). If you choose to appoint two people as co-chairs, they must both be tenure-track faculty. Review the Dissertation Committee Policies on the Graduate School website: <https://gradschool.uoregon.edu/academics/policies/doctoral/dissertation-committee-policy>.

Dissertation Proposal Approval

Consult with your advisor, typically the chair of your dissertation committee, about scheduling a date and time to defend your dissertation proposal. Make arrangements with the academic program coordinator to reserve a room for your defense, obtain the *Dissertation Proposal Approval Form* from under the “General Policies” section: <https://coedocs.uoregon.edu/display/governance/Academic+Forms+and+Policies>, and have your committee sign the form, signifying that each member has approved your dissertation proposal. Turn in the completed form to the Academic Program Coordinator.

Your advisor will need to review multiple drafts of your proposal before it goes to your committee. Students need to send their dissertation proposal to the committee 1-2 weeks in advance of the proposal defense date. Keep in mind that faculty are not on contract during the summer. To stay on track for graduating on time, students must defend their dissertation proposal by the Fall of Year 4.

Dissertation Proposal Defense Attendance Policy

The student should attempt to have all committee members attend the proposal defense. If there are extreme scheduling conflicts among the four committee members, the chair and any other 2 members (for a total of 3) must be in attendance at the proposal defense. The advisor must approve scheduling the defense without the fourth member. The member not attending must provide a statement stating (s)he has read the document, and provide feedback on the document. Students must consult with their advisor and the Program Director in the case of any other circumstances that prevent the required committee members to be present for the proposal defense.

Memorandum of Understanding (MOU) Dissertation Proposal Defense

Students need to prepare a memo documenting your dissertation committee's response to your oral defense of your dissertation proposal. Document any modifications to the proposed study, decisions made during the defense, and recommendations made by committee for the final product. After your dissertation chair has reviewed and approved the memo, the memo should be sent to each member of the dissertation committee, the dissertation chair, and a copy provided to the Academic Program Coordinator, within 3 weeks after the proposal defense.

Enrolling for Dissertation Credit

Students may enroll in dissertation credits after Advancing to Candidacy. All students must complete a minimum of 18 dissertation credits. Make sure that you comply with continuous enrollment requirements established by the University. Students making satisfactory progress toward the completion of the dissertation will receive a grade of Incomplete for PREV 603 Dissertation each term; the Incompletes are replaced by a grade of Pass only after the Graduate School has awarded the doctoral degree.

Research Compliance

If your research includes human subjects and requires the human subjects review process, it must be successfully completed before beginning your project. This requirement applies no matter where the research is actually conducted, or who is solicited for participation. This requirement also applies to the use of existing data, both at the University of Oregon or elsewhere, such as the Prevention Science Institute, Oregon Social Learning Center, or Oregon Research Institute. ***You may not begin any part of your data collection activities or solicitation of research participants until the Office of Research Compliance Services (RCS) has approved your proposal. The RCS is commonly referred to nationwide as the IRB, the Institutional Review Board. RCS is the UO IRB and these terms are used interchangeably.*** Procedures for approval of human subjects research can be obtained from <http://orcr.uoregon.edu/content/research-involving-human-subjects> or call (541) 346-2510. In 2007, new education requirements (called CITI) were added to the research approval process and require you to complete a series of on-line education modules on the protection of human subjects in research. Allow time to complete these modules prior to submission of research proposal. Modules are accessed online via the website listed above. Important note: Even if you are working with a pre-approved dataset, the IRB requires that you receive approval to work with data for master's and dissertation projects. Therefore, always submit a human subjects research request approval even if working with existing datasets.

Please read the following and current information on whether or not you need to apply for IRB approval if you are using an existing dataset.

- a) If you are using an existing dataset for your pre-dissertation research project, or dissertation, AND the dataset contains participant identifying information, you MUST apply for IRB approval.
- b) If you are using an existing dataset for your pre-dissertation research project, or dissertation, and the data set does NOT contain participant identifying information, you do NOT have to apply for IRB approval.

An EXCEPTION to point (a) and (b) is:

- c) If your dataset is from an agency that requires you to get UO IRB approval to use its data, then you must ***follow any guidelines*** and apply for IRB approval.

Acceptable Topics and Methods

The dissertation must be an empirical investigation that makes a contribution to the existing knowledge base in a topic area related to the field of Prevention Science. Dissertation research requires the integration of theoretical and empirical knowledge and research skills within the context of the practice of Prevention Science. In its completed form, the dissertation will be judged largely upon the ability of the candidate to: (1) review and make critical use of the theoretical and empirical literature; (2) formulate research questions that emerge logically from existing literature; (3) design an original investigation that generates or utilizes existing data to answer the research questions; (4) accurately analyze, present and interpret the data; and (5) present the scientific and practical implications of the research in the context of the current body of knowledge on that topic. Topic areas and research methods must be approved by the

chair and must be in a topic area and use research methods within the general expertise of the chair (your advisor). We recognize the rich diversity of methods available to our discipline that facilitates the generation of scientific knowledge. While program faculty members are open to a range of scientific methods, students may only utilize methods: (1) for which they have sufficient training; (2) that can be adequately supervised by the doctoral committee; and (3) for which they have committee approval. You must work closely with your advisor in the development of the dissertation study.

Format of the Dissertation Document

The Graduate School provides information that details University standards and requirements for the final dissertation. Your dissertation must contribute significantly to knowledge and show mastery of the literature consistent with the standards outlines in the *University of Oregon Thesis and Dissertation Style and Policy Manual*

https://gradschool.uoregon.edu/sites/gradschool2.uoregon.edu/files/ETD_Style_Manual_2015-2016final032016.pdf

The Graduate School now accepts dissertations electronically. Graduate students can upload a PDF copy of their dissertation via the secure website hosted by ProQuest/UMI. Dissertations will be entered into the UO Library catalog, but there will no longer be paper copy placed on the shelf; Scholar's Bank will be the official university repository for dissertations. Therefore, ask your advisor if you need to provide the program with a paper copy.

Students will find the submission instructions and forms on the Graduate School's website under Thesis and Dissertation Overview <http://gradschool.uoregon.edu/node/151>.

To ensure faculty approval of the final document, students are required to obtain faculty signatures on the "Thesis/Dissertation Submission Form & Document Approval" form found on the Graduate School's website (<http://gradschool.uoregon.edu/thesis-dissertation/thesis-dissertation-submission>). Signatures must be original (no electronic signatures or faxed forms).

The Graduate School Thesis and Dissertation Editor will continue to meet with or correspond with students about Graduate School formatting requirements. Students will also have access to assistance with technical issues, such as conversion to PDF and other software issues, through UO Library's Center for Media and Educational Technologies (CMET) (<http://libweb.uoregon.edu/cmet/>). The Graduate School has modified pagination and margin requirements to make formatting more in tune with electronic document conversion. The Style Manual for Theses and Dissertations has been updated to reflect these changes. Graduate School approval is required for the *format* of your Dissertation.

Scheduling the Final Oral Defense

Many students find this process confusing. Carefully review the information below and ask the Academic Program Coordinator if you need clarification.

See the Graduate School's website for the deadlines (<http://gradschool.uoregon.edu/deadlines-doctoral>) and necessary forms (<http://gradschool.uoregon.edu/policies-procedures/doctoral/defense>) associated with your application for degree and final defense. You may defend your dissertation in spring term before you graduate or any time during your final year. Keep in mind that when your committee reviews your dissertation document your committee may require additional changes and that these changes may require you to postpone your defense date. It is your responsibility to allow ample time for your committee to read your dissertation and for you to make any necessary changes, and as such you are required to turn in your completed dissertation –which has been approved by your advisor – to your committee members six (6) weeks prior to the final defense date. Note that the Graduate School requires that you submit your completed dissertation to your committee members three (3) weeks prior to your defense date. The Prevention Science faculty require six (6) weeks to ensure there is adequate time to carefully review your document before agreeing that you're ready to defend.

Students should NOT provide any food or beverage whatsoever (even water bottles) for committee members at proposal meetings and dissertation and thesis defenses. The power differential in the student and faculty professional roles may lead to ambiguity, or to a perception of coercion within this process.

Procedures for defending:

The Graduate School website states “You are required to graduate during the term of your defense.”

1. During FALL TERM, review doctoral policies and procedures, available at the following web site: <http://gradschool.uoregon.edu/policies-procedures/doctoral>.
2. Register for the appropriate number of Dissertation (PREV 603) credits based on when you’re planning on defending, specifically 3 credits the term before and the term of your defense.
3. Check the Graduate School’s deadline, and submit an Application for Advanced Degree through GradWeb’s “Oral Defense” menu. (Check the Graduate School web site for completion deadlines—you must complete the Application for Advanced Degree by the deadline during the term you are defending, not the term you are graduating - <http://gradschool.uoregon.edu/deadlines-doctoral>.)
4. Check the Graduate School’s deadline for last possible day to file for final oral defense. Confirm defense date/time/location availability of all committee members approximately four (4) weeks before defense.
5. Contact the Academic Program Coordinator to reserve a room for your defense.
6. Once you have completed your Application for Advanced Degree using GradWeb, you will be permitted to complete the online process for obtaining Confirmation of Agreement to Attend an Oral Defense (<http://gradschool.uoregon.edu/policies-procedures/doctoral/defense>), also found on GradWeb. Once you complete the Confirmation of Agreement to Attend Oral Defense, emails are automatically sent to all your committee members asking them to confirm attendance. This confirmation also requires that the committee has read your dissertation and believes that the document is ready to defend. Once they confirm, the Graduate School’s system generates the last required form, the application for Final Oral Defense for Doctoral Degree, as outlined below.
 - a. By entering the Oral Defense module you are indicating your readiness to schedule an oral defense. You should have obtained, at this point, provisional agreement from your doctoral committee members that they will be available on the specified day and time you wish to hold your defense.
 - b. Please be sure to allow yourself enough time to complete the online process so that you and your committee members can complete all steps required to meet the deadline for submitting your final dissertation document to the Graduate School, which is three (3) weeks prior to your scheduled defense.
 - c. If one of the inside committee members is unable to attend the final defense, you will have the option to choose Waiver of Attendance as a part of the online process. Only one inside member may waive attendance at the defense, never the chair or the outside representative. The faculty waiving his/her attendance must agree to read the dissertation prior to the defense and submit any questions directly to the chair of your committee. There is a final letter that you must prepare for the faculty member who waives attendance; see <http://gradschool.uoregon.edu/policies-procedures/doctoral/waiver-of-attendance>.
 - d. Once all of the committee members have confirmed that they will attend, the Graduate School will send you a notification email, and the Academic Program Coordinator will be sent an automatically generated Application for Final Oral Defense for Doctoral Degree form. The Academic Program Coordinator prints this form, obtains the necessary signatures, and submits it to the Graduate School. The form must be generated and submitted to the Graduate School no less than three (3) weeks before the date of the final oral defense. Your title cannot be changed after this point.
7. After your defense, give your signed Certificate of Completion to the Academic Program Coordinator (received from your advisor at your defense). A copy will go in your file and the Academic Program Coordinator will send the original to the Graduate School.
8. In the same quarter in which you defend, you must upload your completed (with revisions) and approved dissertation by the Final Acceptance Deadline (See Doctoral Degree Deadlines: <http://gradschool.uoregon.edu/deadlines-doctoral>). Exact dates differ for each term, but this deadline falls approximately two weeks prior to the end of the term. If your committee requested revisions during the defense (and they almost always do!) then you must complete the revisions and give your advisor (and sometimes committee members) time to review and approve the revisions before the deadline.

9. Have your Committee Chair (and co-chair if applicable) sign the Thesis/Dissertation Document Approval form for the Graduate School, <https://gradschool.uoregon.edu/sites/gradschool1.uoregon.edu/files/forms2/Thesis-Diss%20Approval.pdf>. This must be actual signatures and not electronic signatures by both you and the faculty. This form states that your committee approves your final dissertation. Please see <https://gradschool.uoregon.edu/academics/thesis-dissertation/etd-submission> for more details. You may leave this form with the Academic Program Coordinator at the time of your defense, and he/she/they will then date it and send to the Graduate School at the time of final submission. This typically occurs during the summer when faculty are not on contract and may not be in Eugene. It is your responsibility to communicate with your advisor regarding review of your final document and signing of the form.

To allow your committee time to review your dissertation, you must submit your final draft to each committee member at least 6 weeks prior to the date you have set for your final defense. Because the committee must sign off on the defense three (3) weeks prior, this four-week deadline enables the committee to have two weeks to thoroughly review your document and assess your readiness to defend.

PROFESSIONAL CONDUCT

Code of Professional Ethics

All students are responsible to read the American Psychological Association Code of Professional Ethics (<http://www.apa.org/ethics/code/index.aspx>), and be thoroughly familiar with its contents. A violation of the Code of Ethics is considered very serious and automatically results in a review of the student's status by the core program faculty and may result in dismissal. Students are also required to comply with the U of O "Student Conduct Code" found in the class schedule and online at <https://studentlife.uoregon.edu/conduct>.

Professional Conduct Assumptions and Guidelines

- The students, faculty and staff in the Prevention Science program will promote cooperation rather than competition.
- The students, faculty and staff in the Prevention Science program will strive to encourage others.
- The students, faculty and staff in the Prevention Science program will recognize and respect that all individuals have different needs, talents, and areas for growth. However, all students enrolled in the program have met the qualifications for the program.
- The students, faculty and staff in the Prevention Science program will ensure that communication is respectful.
- The students, faculty and staff in the Prevention Science program will resolve to handle conflict in ways that lead to trust and cooperation and will attempt to resolve conflict in a mutually acceptable manner.
- The students, faculty and staff in the Prevention Science program will resolve to support each other's growth by sensitively drawing attention to subtle inappropriate behavior that originates in discrimination, and to challenge each other's attitudes in a spirit of growth.
- It is considered inappropriate, and in some situations even unethical, to circulate unsubstantiated, negative remarks regarding graduate students and faculty. Concerns regarding the professional practice of colleagues should first be broached with the colleague in question. It is the responsibility of students who hear unsubstantiated remarks, to notify the speaker that such statements are inappropriate and that rumor spreading is harmful to the learning environment.
- Respect the confidentiality of colleagues by protecting both professional (e.g. grades) and personal information shared within the context of this program. Individuals will refrain from disclosing or discussing information about students or faculty without their knowledge or permission.

All students are to be familiar with and follow the University of Oregon Student Conduct Code. Refer to the Schedule of Classes or the UO website (<http://studentlife.uoregon.edu/conduct>) for details.

Student Grievance

The College of Education professional education programs are designed to offer state-of-the-art knowledge and

experience, quality supervision and to be responsive to student concerns and problems. Most problems encountered by students can be adequately addressed through interactions with faculty, staff or supervisors; however, on occasion, students may feel the need for further action. In these cases, students are encouraged to seek a third party to act as a mediator; however, the College of Education also recognizes the right of students to seek remedy for grievances.

A student grievance is described as any disagreement concerning a course, course of study, grades, comprehensive examination, thesis, dissertation defense, GE employment, or other matter substantively affecting a student's relationship to the College of Education.

Prior to filing a formal grievance, students are urged to consider the following options:

1. Talk with the individual causing the problem or with that person's supervisor.
2. Request mediation through an available campus mediation program.
3. Use the process established within the academic unit within which the complaint arose.

Students who decide to file a grievance should follow the student grievance procedure outlined below.

College of Education Grievance Procedure

A student or group of students of the College of Education may appeal decisions or actions pertaining to admissions, programs, evaluation of performance, and program retention and completion. No student shall be penalized or discriminated against for utilizing this procedure. A grievance must be filed during the term in which the circumstances occurred, or before the end of the next term in which the student registered as a student in a College of Education program and must follow the procedural requirements outlined in OAR 571-03-110 and 115 (<https://coedocs.uoregon.edu/display/governance/Internal+Governance+Policies>).

Steps in the procedure are outlined below. They are designed for use by an individual student, or a group of students who join together to submit a collective or class grievance.

Step 1.

The student(s) will attempt to resolve any disagreement or grievance with the faculty or staff member in question. Students are encouraged to discuss their concern with their faculty adviser. If the concern involves the faculty adviser, students may consult with another member of the program faculty and/or appeal to the next logical level of authority. If the concern is not resolved to the student(s)' satisfaction within three academic calendar weeks of initial contact with the faculty or staff member, the student(s) may proceed to Step 2 of this procedure.

Step 2.

The Step 2 appeal will be the next logical level of authority within the area in which the student(s) course or program resides, or in which the faculty or staff member being grieved against holds appointment. This would be the "major director," "area head," or similar title, depending upon the administrative organization of the area. In the event of different interpretations of what constitutes the next appropriate level of administrative review, the Dean of the College of Education will rule on the definition of Step 2 administrators for the particular grievance. Administrators who are party to the grievance will not be part of the review process; in the event of such an occurrence, the grievance will move to the next logical level of review as determined by the Dean of the College of Education.

The student(s) will submit a written statement describing the basis for the grievance, how they have been wronged, and the attempt/s made to date to resolve the grievance with the faculty or staff member. The written statement should be submitted along with available supporting evidence (e.g., a course syllabus, test, term paper) to the designated Step 2 administrator.

The faculty or staff member grieved against will be notified of the grievance within two weeks of the regular academic calendar of its submission to the Step 2 administrator, and will be given a copy of the grievance statement and any supporting evidence. Within three academic calendar weeks of being informed, the faculty or staff member will submit a

written statement of facts and any supporting evidence concerning the student(s) grievance to the Step 2 administrator. A copy of this written statement and any supporting evidence will be given to the student(s) within one week of its receipt.

Within three academic calendar weeks of receiving statements and evidence from both parties, the Step 2 administrator shall inform both parties in writing of his/her decision. The Step 2 administrator may seek additional evidence or consultation during this review period. Step 2 should be completed in four academic calendar weeks, beginning with the day that the student(s) submitted a grievance statement to the Step 2 administrator. With concurrence of both parties of the grievance the time period could be extended.

Step 3.

If the Step 2 administrator sustains the faculty or staff member's position and the student(s) decides to appeal, the student(s) may request that the grievance decision be reviewed at the next higher level of administrative review in the College of Education. This would most often be the Associate Dean for Academic Programs, but will be defined in terms of the earlier definition of the appropriate Step 2 administrator. The Dean of the College of Education will rule on the appropriate reviewer in the cases of disagreement.

If the Step 2 administrator sustains the student(s)' position and the faculty or staff member decides to appeal, the faculty or staff person may also request that the grievance decision be reviewed at the next higher level of administrative review in the College of Education. In either event, the appeal must be made within two academic calendar weeks of the Step 2 decision.

Upon receipt of an appeal from either party, the Step 3 administrator shall inform the other party of the appeal. The Step 3 administrator shall subsequently inform both parties in writing of his/her decision within two academic calendar weeks of receipt of the appeal. The Step 3 administrator may seek additional evidence and/or consultation as deemed appropriate.

Step 3 should be completed within two academic calendar weeks, beginning with the day either the student(s) or faculty/staff member requests a review from the Step 3 administrator.

Step 4.

If the student(s) is dissatisfied with the Step 3 decision, he/she/they may ask for review by the Dean of the College of Education, if the Dean has not already been included in Step 2 or Step 3 review, and is not a party to the grievance. The Dean may choose to convene a panel to review the grievance, or may seek additional evidence or consultation as the Dean deems appropriate. The Dean may also choose to refer the grievance appeal to an appropriate University grievance committee.

Step 5.

If the student(s) is dissatisfied with the Step 4 decision, he/she/they may take the grievance to an appropriate University committee (listed below).

Grades. If the grievance pertains to a disputed grade, the student(s) may talk with a member of the Office of Academic Advising and Student Services (164 Oregon Hall, 6-3211) about appropriate petitioning procedures).

Faculty/Staff. If the grievance pertains to some other aspect of faculty or staff responsibilities, the student may contact a member of the Student-Faculty Committee on Grievances. Five faculty members and five students are on the committee. Faculty committee members are listed in the back of the University of Oregon Faculty-Staff telephone directory. Procedures used by the Student-Faculty Grievance Committee to settle grievances include informal consultation and formal investigation. If the Committee is unable to resolve the complaint or grievance in a manner that is acceptable to the persons concerned, the Committee will prepare a report of its findings and recommendations will be forwarded to the President of the University.

Discrimination. If any student enrolled in the College of Education or in a College of Education course believes he/she/they has been discriminated against on the basis of age, sex, race, marital status, religion, handicap, or national origin, he/she/they may contact the appropriate college affirmative action liaison officer, the Dean of the College of Education, or may take the grievance directly to the University Office of Affirmative Action.

If students are unsure as to which of the above grievance procedures to use, they may talk with any staff member in the Office of Academic Support and Student Services.

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APPENDIX A College of Education Advising Policy

The College of Education offers a broad range of master's and doctoral degree programs that prepare students to become leaders in educational, social service, agency, and academic organizations. Each of these programs of study have been structured to address *specific* objectives and guidelines, and to conform to established professional organization requirements as well as concomitant university and college requirements, policies, and procedures. Upon entry into each program students will be provided an orientation and program handbook detailing pertinent information regarding program, graduation and/or licensure requirements, and administrative procedures. Either at entry to the program, or shortly thereafter, students will be assigned a faculty advisor(s), who assumes overall responsibility for guiding the student through his/her/their program. This relationship is central to the academic experience and is based on a number of key principles.

Principle #1: Each academic program must have a program handbook and organize an orientation for all incoming students to the program.

A program handbook should include, but not be limited to, clearly defined and detailed program description, program structure, program requirements, new student information, student responsibilities, faculty responsibilities, rules and expectations, graduate school requirements, program calendars and deadlines. The handbook also should include links to grievance policies, other recourses, and resources available to students.

Each program is also responsible for organizing a student orientation for all incoming students to their respective programs. The information in the handbook should be thoroughly addressed in these orientations, which does not preclude the advisor from going over the same information again with their respective advisees in person.

Principle #2: Each academic program should establish and affirm the advisor-advisee relationship to assist students to complete their program of study in an efficient and progressive manner.

The advisor-advisee relationship is critical to the student's academic success and thus it is the primary responsibility of the faculty member, and as appropriate the academic program's administrative staff, to foster a positive and supportive advising relationship with students. The faculty and staff should strive to guide each student to succeed in their respective academic program, including career guidance and development.

For doctoral students or other advanced students, the relationship may, and often will, include research, program evaluation, and other scholarly opportunities.

Principle #3: Students have important responsibilities in the advisor-advisee relationship.

Students must take the responsibility to be aware of the basic parameters and rules governing their academic program and important timelines for completing the program. The responsibility for scheduling meetings with the advisor and completing critical activities are borne jointly by the student in collaboration with the advisor and/or other academic program personnel.

Principle #4: The advisor-advisee relationship is based on clear, respectful, and open communication that values each student's unique background and characteristics.

The advising relationship is based on clear communication between faculty, staff members and the student to ensure that (a) the basic requirements for progressing and ultimately completing the program successfully are communicated in a timely way and (b) where possible, curricular choices available to the student are discussed and considered. Faculty and staff members should take into consideration each student's unique background that may affect the way suggestions are offered, or concerns are voiced.

Principle 5: The advisor and advisee should meet regularly to ensure that the student's progress is monitored and directed toward completion.

The advisor and student should meet at regular and benchmark points throughout the program of study and each meeting should be structured to address critical decisions; e.g., upcoming deadlines, classes to be taken, application procedures, research considerations, graduation requirements etc. As needed, changes in a plan of study should be documented immediately after the meeting and filed with the academic program's administrative staff.

Principle #6: The advisor-advisee relationship will vary by academic program.

Advising may involve one faculty to a single student to a one-faculty-many-students relationship. In some programs the advising function may involve a meeting of a number of students with an advisor or several advisors to describe and clarify program requirements, sequencing of classes, etc. There may be additional meetings with individual faculty and students or smaller groups. Regardless, these meetings should be scheduled regularly in advance to foster attendance and clarity of expectations.

Principle #7: Students are likely to establish academic relationships with other faculty.

Students often will establish relationships with other faculty members who are not their official advisor and who may influence students at different times during their academic program. Such relationships can be quite positive, but do *not* supplant the official advising relationship, and responsibility, unless an official administrative change is made.

Principle #8: Administrative procedures for appeals and grievances should be part of each program's student handbook and stated in a way so as to be clear and simple to follow.

The process through which students may change advisors, appeal decisions, or initiate a grievance must be clearly stated in each program's student handbook and on the COE website. These procedures should be structured so as to avoid stigma and repercussions if they are enacted. A clear statement of how to follow these procedures should be articulated in the program handbook and college website; thus they should be known to faculty, staff and students. Assistance in considering these options will be offered through the department or at the college-level through the Office of Student Affairs.

Principle #9: Where appropriate, each student should develop their program plan according to their respective program's guidelines as early in the academic experience as possible.

In some programs and degree options, students establish a program committee with whom they develop a program plan, which details the plan of study addressing program requirements and, where appropriate, student preferences. This program plan is a written agreement between the student and the college that details the program of study leading to the specific degree.

Principle #10 (for doctoral students or advanced graduate students): Doctoral students or advanced graduate students have opportunities to engage in research, program evaluation, or other scholarly activities as part of their academic experience.

Opportunities to engage in research program evaluation or other scholarly activities (e.g., publications, presentations) are part and parcel of the advanced graduate experience in the College of Education. These experiences will, however, vary by the work conducted in the student's program and by his/her/their own scholarly interests and career objectives. In many situations the student likely will have access to these opportunities through work conducted by the advisor and

in other cases the student will work with other faculty, arrangements which may be set up either by the advisor or student.

APPENDIX B

Society for Prevention Research Standards of Knowledge for the Science of Prevention

<https://coedocs.uoregon.edu/display/StudentResources/Prevention+Science>

Developed by a special task force of the Society for Prevention Research, this document articulates a definition of prevention science and specific training needs for future prevention researchers. The work of the Task Group was guided by the question: “In what ways is prevention science different from its roots based in fields of expertise such as epidemiology, psychology, sociology, neuroscience and statistics?”

APPENDIX C

Inclement Weather Policy

Because it is a residential campus with 24/7 operations, the University of Oregon historically has not closed during inclement weather. In rare circumstances, however, extremely dangerous weather conditions may force the university to curtail hours (i.e., open late or close early or close completely). When inclement weather occurs, the university will follow one of these schedule options:

- Remaining open with the understanding that many faculty, staff and students may not be able to travel safely to campus and decide to remain home;
- Opening late or closing early, based on weather conditions;
- Closing the institution completely except for essential services.

Essential services: Regardless of the closure decision, employees who perform essential duties will be expected to come to work. Examples include public safety employees, residence hall kitchen workers, and those responsible for snow removal or storm clean-up. Supervisors of employees who perform essential service work are responsible for communicating attendance expectations in advance and discussing anticipated transportation difficulties.

If the university closes, SEIU employees who are notified that they must report for work because they perform essential services, will be paid time and one half for all hours worked during the closure as specified in Article 66, Section 3, of the SEIU collective bargaining agreement. For all other faculty and staff members and students, it is understood that everyone will not be able to travel to campus during inclement weather if the university remains open or operates on a curtailed schedule. Members of the campus community are expected to use their best judgment in assessing the risk of coming to campus and returning home, based on individual circumstances. Those who believe that the road conditions from home are dangerous are urged and even expected to stay there to prevent injury.

Notification: In the event the University operates on a curtailed schedule or closes, UO media relations will notify the Eugene-Springfield area radio and television stations as quickly as possible. In addition, a notice regarding the university’s schedule will be posted on the UO main home page (in the “News” section) at <https://www.uoregon.edu/>. Additional information will be available at: <https://hr.uoregon.edu/about-hr/campus-notifications/inclement-weather>.

Faculty Notification of Class Cancellation: Unless the university closes, faculty members not able to travel to campus to convene their classes have the responsibility of attempting to notify students in a timely way that they will not be holding class. Furthermore, it is incumbent on faculty to share the communication strategy at the beginning of the term in the course syllabus, so that students fully understand in advance of inclement weather how to get this information

prior to traveling to campus. Faculty members should contact their home department with the information as a first point of contact, and use at least one other method which may come from the following examples, any of which may be accomplished from off campus:

- Send an email directly to all students; or
- Utilize the university voicemail greeting system on their office phone to announce the class cancellation

Managers' and Supervisors' Communication: University managers and supervisors need to prepare for inclement weather in two ways. First, they must notify those employees (if any) who perform essential work of the expectation that they will need to report to work during inclement weather regardless of a university closure and discuss transportation options if that poses difficulties for the employees. Second, they need to prepare for notification by assembling up-to-date home phone lists, assigning calling responsibilities, providing employees with their home phone numbers, and reviewing the process with staff. It is important to respect the confidentiality of employee home phone numbers and to notify student employees as well.

Leave Options: Employees who are unable to report to work because of bad weather or because the university closed will use accrued vacation, compensatory time, exchange time, personal leave or leave without pay to cover the work time missed. Use of accrued sick leave is appropriate only in the case of illness. In cases in which employees do not have sufficient leave to cover the unexpected absence, supervisors are encouraged to allow employees to make up the time, if operational needs permit.

Public School Closures: The University often remains open while public schools and local child-care centers close due to bad weather. Supervisors are encouraged to recognize the difficulties this creates for working parents by responding with as much flexibility as the particular work environment will allow successfully. Supervisors may permit parents to bring their children with them to work or to allow them to take work home, if the specific job duties accommodate it. In addition, the Vivian Olum Child Development Center provides on-site child care for school-age children whenever inclement weather closes local public schools, but the university remains open. For more information please contact the Center, 541-346-6586. Pre-registration is required.

APPENDIX D

Course Descriptions

PREV 601: Research (variable credits)

Research credits may be taken for independent study in the area of prevention science with approval from the instructor. Pre-authorization is required in order to register for Research credits. The student should forward the instructor's email permitting registration for the Research credits to the Academic Program Coordinator who will clear the student to register. The student must still register and set the number of appropriate credits for the course. The title, as it will appear on your transcripts, will be Res Prevention Science unless otherwise instructed.

PREV 602: Sup College Teaching (1-3)

PREV 603: Dissertation (variable credits)

PREV 607: Prevention Science Research Seminar (1)

Research, professional development, research self-efficacy and skill development, advising, and supervision.

PREV 609: Prevention Science Externship (variable credits)

Externship credits may be taken for applied experiences in the field of prevention science with approval from the instructor. Pre-authorization is required in order to register for Externship credits. The student should forward the instructor's email permitting registration for the Externship credits to the Academic Program Coordinator who will clear the student to register. The student must still register and set the number of appropriate credits for the course. The title, as it will appear on your transcripts, will be Prac Prevention Science unless otherwise instructed.

PREV 631: Intro to Prevention Science (3)

The overall goal of this course is to present an overview of theory, research, and practice in prevention science and health promotion. The National Research Council and Institute of Medicine's Mental Health Intervention Spectrum is used as a framework to distinguish mental health promotion and universal, selective, and indicated prevention from treatment. We explore the field of prevention science and related theories of prevention science through: 1) the history prevention science and its foundational concepts; 2) the translation of theory and epidemiology to preventive interventions; 3) the evidence-base and methodological considerations of this work; and 4) the translation of evidence-based programs to real-world contexts.

PREV 633: Contemporary Issues in Public Health (3)

In Prev 633, we shift the focus from the health and welfare of individuals and families to the health and welfare of communities and populations. The overall goal of this course is to provide students with the basic knowledge and concrete skills necessary for working in a community agency or health department in which they would be responsible for assessing and addressing priority community health problems and advancing health equity.

PREV 634: Implementation Science (3)

The National Institutes of Health (NIH) and the Centers for Disease Control (CDC) have named dissemination research and implementation science as key components of translation research. Translation research is essential for moving prevention findings from controlled settings into the community with a primary focus on community-based practices and other health care settings. This course provides a framework for examining implementation science and its applicability to clinical and community-based research.

EDUC 612: Social Science Research Design (3)

Survey of methods used in social science research, with a focus on quantitative research methods. The role of systematic approaches to research in social science is considered, and an overview of multiple ways of conducting research is provided.

EDUC 614: Educational Statistics (3)

Foundations of statistical methods for research producers. Covers sampling methods, descriptive statistics, standard scores, distributions, estimation, statistical significance testing, t-tests, correlation, chi-square tests, power, effect size.

EDUC 620: Program Evaluation I (3)

Focus on small-scale evaluations, particularly in the field of education and human services. Students plan and design an evaluation.

EDUC 640: Applied Statistical Design & Analysis (3)

Analysis of variance, planned comparisons, post hoc tests, trend analysis, effect size and strength of association measures, repeated measures designs.

EDUC 642: Multiple Regression in Educational Research (3)

Application and use of multiple regression in educational research. Topics include bivariate regression, multiple regression with continuous and categorical independent variables.

EDUC 644: Applied Multivariate Statistics (3)

Advanced statistical techniques including covariance analyses, discriminant function analysis, multivariate analysis of variance, principal components analysis, exploratory factor analysis.

EDLD 628: Hierarchical Linear Models I (3)

Introduction to multilevel modeling and hierarchical data structures, random and fixed effects, intercepts and slopes as outcomes models, estimation, centering, and two-level models.

EDLD 633: Structural Equation Modeling I (3)

Theory, application, and interpretation of structural equation modeling techniques. Includes covariance structures, path diagrams, path analysis, model identification, estimation, and testing.

CPSY 621: Lifespan Developmental Psychology (3)

This course focuses on topics of development across the life span to better understand continuity and change in human development and the ways in which the development of children, adolescents, and adults can be enhanced.

CPSY 642: Child-Family Interventions (4)

Empirically oriented interventions with children and families, ranging from early childhood through adolescence. Integrates developmental and intervention sciences.

CPSY 645: Health Promotion and Equity (3)

The purpose of this course is to provide an introduction to the major theoretical orientations and empirical work in health promotion and equity. This course will include a review of ecological, individual, and interpersonal approaches to promoting health and well-being, with foci on five primary variables: 1) eating; 2) exercise; 3) smoking; 4) substance use; and 5) sex. Related aspects of health promotion, such as the physiological consequences of stress, will also be explored. Students will learn how to apply their theoretical and empirical knowledge in ways that will facilitate the promotion and maintenance of health-related behavior in a preventive context. Students will also learn to be critical consumers and communicators of health-related research.

SPED 626: Grant Writing (3)

Provides structure and guidance in developing a grant proposal.

SPSY 650: Developmental Psychopathology (4)

Overview of developmental psychopathology, with emphasis on childhood, adolescence, and early adulthood. Covers phenomenology, etiology, development, classification systems, and prognosis of major psychological disorders.

Common Elective Options

CPSY 635: Social Aspects of Behavior (Var: 4-5) (E)

EDLD 623: Cultural Adaptation of Evidence-Based Practices (3)

CPSY 617: Theories of Career Development (3) (E)

CPSY 614: Theories of Counseling (3)

APPENDIX E

Pre-Dissertation Paper Evaluation Form

Name: _____

Date: _____

Project Title: _____

Rating Scale

0= Far Below Expectation (significant omissions, poorly communicated content)

1= Below Expectations (not ready for submission as a manuscript because it lacks qualities such as those specified in each category below)

2= Minor Revisions Required in order to Meet Expectations (as specified below)

3= Meets Expectations (sufficient attention and quality in all components)

4= Meets Expectations (strong in all component areas)

5= Exceeds Expectations (excellent with respect to qualities such as those listed in each category below)

(Must meet expectations in each area prior to final acceptance of project)

_____ Rationale (sufficient justification, relevant literature cited, theoretically grounded)

_____ Methods (each required section present, sufficient detail, accurate)

_____ Analyses (appropriate, clearly presented, accurate)

_____ Results (organized, follow from hypotheses, accurate)

_____ Discussion (relevant literature cited, limitations acknowledged, implications for practice, research, policy discussed as appropriate)

_____ Writing quality (well-structured sentences & paragraphs, no errors of grammar or typos, clear and precise language, organized, structured, headings)

_____ APA 7th edition format

_____ Attention to diversity (e.g. indicates sample composition in lit review, addresses limitations of measurement and external validity with diverse populations)

_____ Attention to ecological and social justice factors bearing upon topic (levels of ecology evident in conceptualization, relevant issues of marginalization or reproduction of status quo addressed)

This pre-dissertation paper is _____ Accepted _____ Not accepted

Overall Rating: (0-5) _____ (see next page for rubric)

Advisor Signature

Date

The number circled indicates the level the student achieved in this competency area.

- 5 This pre-dissertation paper goes beyond the expected level for a typical doctoral student at this stage of training. A thorough, accurate, and comprehensive understanding of specialty area/research topic is demonstrated along with a strong rationale for the study. Every element of the task is presented with clarity, depth of thought, and focused and coherent organization. Analyses well suited to questions, presented very well. Evidence base included. The content is expressed with superior precision and literacy.
- 4 This pre-dissertation paper includes all elements of a publishable research project, well justified, research addresses the relevant elements and demonstrates a solid understanding of the area. It shows clear and sophisticated thinking and good organization and structure. Presentation of material is skillful and thorough. Well-cited. Evidence base included.
- 3 This pre-dissertation paper includes all elements of a publishable research project. The content, while sound, may also be slightly under-elaborated or at a minimally acceptable level. Like the 4 – level response, it shows clarity of thought but may lack tight, cohesive organization (some digressions may be evident). Content is adequate to demonstrate competency, but more would be needed to gain higher levels of expertise in the area.
- 2 This pre-dissertation paper neglects one or more components (rationale, results) such that it provides only a superficial or underdeveloped treatment of the area. Evidence base may be insufficient. It may show some clarity of thought while being overly simplistic. Problems in organization may be evident. The writing frequently impedes communication of the writer’s ideas. Content is presented at the minimal level, and is not unacceptable for a doctoral student at this stage of development. Room for improvement is evident.
- 1 This pre-dissertation paper seriously neglects or distorts one or more of the relevant elements or offers less than minimal treatment of the area. Evidence base not presented. Alternatively, it may demonstrate substantial problems with analysis, organization, and understanding of the topic. Presentation is unorganized, poor reflection of knowledge.
- 0 This pre-dissertation paper entirely fails to address the topic or relevant tasks. Alternatively, it demonstrates marked problems with organization and mechanics that makes the presentation extremely difficult to follow.

Additional Comments and Recommendations:

APPENDIX F

Comprehensive Exam Evaluation and Rating Sheet

Student _____ **Evaluator/role** _____

Date _____

The number circled indicates the level the student achieved in this competency area.

<i>score</i>	<i>definition of score</i>
5	This competency goes beyond the expected level for a typical doctoral student at this stage of training. Content demonstrates a thorough, accurate, and comprehensive understanding of research questions, theoretical foundations, and statistical analyses related to prevention science. Every element of the task is presented with clarity, accuracy, depth of thought, and focused and coherent organization. The content is expressed with superior precision and literacy. Content is well substantiated with appropriate citations.
4	This competency addresses the relevant components and facets of the task and demonstrates a solid understanding of research questions, theoretical foundations, and statistical analyses related to prevention science. It shows clear and sophisticated thinking, good organization, and accuracy of information. Presentation of material is skillful and thorough and appropriately cited.
3	This competency addresses all relevant components and facets of this task. The content, while sound, may also be slightly under-elaborated, may be presented at a minimally acceptable level, or may contain minor inaccuracies. Like the 4 – level response, it shows clarity of thought but may be lacking tight, cohesive organization (some digressions may be evident). Content is adequate to demonstrate competency, but does not reflect higher levels of expertise in the area. Citations may be sparse but are appropriate.
2	This competency neglects or distorts one or more of the relevant components and/or provides a superficial, underdeveloped treatment of the area. It may show some clarity of thought while being overly simplistic. Problems in organization may be evident. The writing frequently impedes communication of the writer’s ideas. Content in one or more areas (such as research questions, variables, statistical analyses and/or threats to validity) is presented at the minimal level, may be presented such that reader must infer knowledge that is not communicated, and/or is inaccurate, and does not meet expectations for a doctoral student at this stage of development. Citations may be inadequate or inaccurate. Room for improvement is evident.
1	This competency seriously neglects or distorts one or more of the relevant components or offers less than minimal treatment of the area. Alternatively, it may demonstrate substantial problems with analysis, organization, and understanding of the topic. Presentation is unorganized, and it is a poor reflection of knowledge. Citations may be missing or inappropriate.
0	This competency entirely fails to address the topic or relevant components of the task. Alternatively, it demonstrates marked problems with organization and mechanics that make the presentation extremely difficult to follow.

Comments: _____

APPENDIX G

TEACHING COMPETENCY PLAN & EVALUATION FORM

Prevention Science Doctoral Program

TEACHING COMPETENCY FORM

STUDENT NAME: _____

ADVISOR: _____ TERM SUBMITTED: _____

Instructions: Please complete all applicable information for sections A-F. See the handbook for a complete description of teaching competency requirements. Turn in this form to your advisor once all 3 teaching points have been earned and documentation is complete. Teaching competency is met by completing the following:

- A. Pass PREV 602: Supervised College Teaching and attach documentation
- B. Attach statement of teaching philosophy
- C. Earn 3 teaching-activity points
- D. Have 1 lecture reviewed by faculty or approved equivalent
- E. Submit a brief descriptive statement for each teaching activity
- F. Provide written evidence of teaching activities
- G. Acquire signatures from your advisor and program director

- I. **DOCUMENTATION OF PASSING PREV 602: SUPERVISED COLLEGE TEACHING** (see syllabus)
- II. **ATTACH STATEMENT OF TEACHING PHILOSOPHY** (see PREV 602 syllabus)
- III. **TEACHING ACTIVITIES LIST** Please place a checkmark next to each completed activity and provide applicable information. Activity points should add up to 3 points.
 - Taught a Course (3 points). Provide: a) Course name b) Term taught c) Supervisor/ Hiring Department.
 - Made a class presentation of 75-90 minutes delivered in a course in which you are not enrolled (1 point each). For each presentation, provide: a) Course name b) Presentation title c) Class instructor d) Date of presentation.
 - Facilitated groups in a group-teaching format through one entire term (1 point each). For each term of group facilitation, provide: a) Course name b) Class instructor c) Facilitation term.
 - Gave an oral presentation (not a poster session, different from class presentation) at a state, regional, or national conference (1 point each). For each presentation, provide: a) Conference title b) Presentation title c) Date of presentation.
 - Gave a workshop to other professionals, such as providing a lecture or workshop for professional CEU credits (1 point each). For each workshop, provide: a) Workshop title b) Date of workshop c) Location/Department.
 - Other:** Please gain approval from your advisor prior to completing an activity that is not already listed on this form. Provide in the space below a description of the activity.
- IV. **FACULTY LECTURE EVALUATION** At least one lecture must be reviewed and critiqued by a faculty member/ faculty-approved equivalent. Please complete the following information and attach any evaluation/notes from the faculty member to this form:

Name of faculty member or equivalent: _____ Review Date _____

Which activity from the list above was reviewed? _____

- V. **DESCRIPTIVE STATEMENT** On a separate page, provide a brief written description of each qualifying activity. This should include a statement of goals, objectives, and activities for each teaching activity (e.g., topic audience composition, and when, where, and how instruction was provided). Attach your statement to this form.
- VI. **EVIDENCE OF TEACHING ACTIVITIES** You must provide evidence of your teaching activities (e.g., lecture/ PowerPoint notes, handouts, teaching material, etc.). Evidence must include evaluations and critiques you received from faculty, TEP, and/ or audience members. Please list which forms of evidence you are submitting with this form.

VII. FINAL APPROVAL OF COMPLETION OF TEACHING COMPETENCY

Student: _____ Date Submitted: _____

Faculty Advisor: _____ Date Approved: _____

Program Director: _____ Date Approved: _____

Notes.

1. You may enroll for PREV 602 Supervised College Teaching credit prior to or as you fulfill this requirement. Discuss this with your advisor and clarify what your teaching competency agreement is prior to registering.

APPENDIX H

ADVANCEMENT TO CANDIDACY FORM

Please fill out the information below. Return the completed form to the Academic Program Coordinator. Then apply online to Advance to Candidacy: <https://gradweb.uoregon.edu/main/mainStudent.asp>

Student Name: _____	ID#: _____
Email: _____	Advisor: _____
Current Mailing Address: _____	
City: _____	State: _____ Zip: _____

ADVANCEMENT REQUIREMENTS

(1) Coursework (at least 65 credits of required coursework, not including dissertation credits, completed)

Make sure the Academic Program Coordinator has a copy of your program plan and annual reviews on file.

(2) Specialty Area Coursework (3 specialty area courses completed; list below with the term/year completed)

Make sure the Academic Program Coordinator has a copy of your program plan and annual reviews on file.

(3) Pre-dissertation Research Paper

Title: _____

Date Submitted: _____ Date Approved: _____

Make sure the Academic Program Coordinator has a copy of your Pre-dissertation research paper on file.

(4) Comprehensive Examination Paper

Title: _____

Date Submitted: _____ Date Approved: _____

Make sure the Academic Program Coordinator has a copy of your Comp Exam Paper and Evaluation Form.

Advisor signature: _____ Date: _____

During the Graduate School's on-line Advancement process you will be asked about your undergraduate and graduate studies other than PREV.

Undergraduate University Degree Major

Graduate University Degree Major

APPENDIX I

STUDENT FILE AUDIT FORM

Name _____ Cohort _____ Advisor _____

APPLICATION FILE

Graduate School & Program Application
Purpose Statement
CV

Letters of Recommendation
Transcripts

ACADEMIC FILE

- Doctoral Program Plan (approved by end of winter term of first year and updated annually)
- Master's (MS, MEd) Program Plan (approved by end of winter term of first year and updated annually)
- Masters paper (MS only)
- Capstone paper (MEd only)

Annual Evaluations (PhD and continuing masters students only)

- 1st Year Year _____
- 2nd Year Year _____
- 3rd Year Year _____
- 4th Year Year _____

Comprehensive Exams & Competencies (PhD only)

- Pre-Dissertation Paper /Master's Project
- Comprehensive Exam
- Teaching Competency (complete before leaving campus)
- Specialty Area Courses (3 courses completed)

Advance to Candidacy (PhD only)

(Occurs after passing the following required competencies of program: (1) Coursework; (2) Specialty Area Coursework; (3) Pre-dissertation Research Paper; and (4) Comprehensive Exam).

Dissertation (PhD only)

- Establish Dissertation Committee (submitted 1 term prior to proposal defense)
- Defend Dissertation Proposal (by Fall of year 4)
- MOU Dissertation Proposal Defense
- Dissertation Defense Signature Page

**APPENDIX J
ANTICIPATED PROGRAM EXPENSES**

The following are program expenses not typically covered by your Graduate Employment or other University awards. We provide you with the following anticipated costs to assist you with your financial planning, but please know that we cannot guarantee that we have identified all of the relevant costs or that the costs will remain the same. The numbers provided in this table are based on 2018 costs and are subject to change for reasons including decisions made by university policy changes and external vendor changes. We will notify you as soon as we know of any cost changes. We encourage you to use a variety of financial resources to fund your graduate study and time living in Eugene. We specifically recommend **College of Education scholarships**, the **Office of Financial Aid & Scholarships**, the **Graduate School**, the **UO Career Information Systems scholarship search database**, and fastweb.com. We also strongly encourage students to visit the Office of Financial Aid & Scholarships website to view a complete list of anticipated graduate expenses <http://registrar.uoregon.edu/costs> and to use the net cost calculator to estimate your academic and personal living expenses while completing the program https://financialaid.uoregon.edu/cost_of_attendance_graduate

RECURRING EXPENSES		
Type of Expense	Amount	Description
UO non-instructional mandatory fees – fall, winter, spring terms	\$791/term	Charged <u>every fall, winter, and spring term</u> that you are enrolled and includes building, incidental, health center, recreation center, and Union fees.
UO non-instructional mandatory fees – summer term	\$555	Charged during summer term and <u>not</u> covered by a ‘summer sandwich’ tuition waiver for which graduate employees (GEs) may qualify.
Course fees	\$60/course	Some electives you may choose to enroll in have fees associated with them. A partial list of CPSY courses with fees includes: Theories of Career Development and Psychological Assessment. In addition, there is a fee associated with some Externships. Fees cover the costs of clinical and assessment materials, presenters, and other resources used in class and/or not available at all sites.
Books and other course materials	Variable	Instructors may require the purchase of course texts, readers, and additional course materials.
YEAR 1 ONLY		
Type of Expense	Amount	Description
College criminal background check	\$ 20.50	Required to begin the academic program
UO Matriculation fee	\$450	Charged one time during your first term of enrolling

APPENDIX K

Prevention Science Directory

PrevSci Faculty/Staff	EMAIL	PHONE
HEDCO mtg room reserve	cphsstudent@uoregon.edu	
PrevSci Listserve	prevscilist@lists.uoregon.edu	
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* Affiliated Faculty