

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

**Prevention Science (PREV)**  
**Master's of Education Program (M.Ed.)**

**STUDENT HANDBOOK**  
**2021-2022**

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Please note that this handbook does not integrate COVID-specific modifications or procedures because they are quickly evolving. Please see the following link for more details:

<https://coronavirus.uoregon.edu/>

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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/>) during 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

The purpose of the master's degree in Prevention Science is to prepare students for professional opportunities and subsequent educational experiences that include career paths such as: (1) obtaining employment as research and/or administrative personnel in local, county, state or private human services organizations, research centers, or institutes that engage in prevention-oriented research, services, and outreach, (2) entry into a doctoral program, and/or (3) entry into a clinically-oriented master's degree program. The program is not a clinical training program, but is designed to prepare students to go onto training in a wide range of different fields of study upon graduation (e.g., public health, psychology, social work, education).

Consistent with the unifying themes of the field of prevention science and the Department of Counseling Psychology & Human Services' focus and strengths, the Prevention Science program emphasizes research training in a strengths-based approach that aids in identifying and reducing malleable risk factors, enhancing protective factors, and contributing to the evidenced-based practices that promote psychological and public health in children, youth, adults, and families. The curriculum is designed to facilitate students' developing multicultural competence in research and scientific inquiry, and train prevention scientists who are capable of advancing healthy outcomes across diverse settings.

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 four primary objectives for the Prevention Science graduate training programs 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. 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." **This is not a counselor or therapist training program, and does not lead to therapy licensure eligibility. However, some of the courses may count toward credit requirements necessary to become a Certified Prevention Specialist (CPS) in the State of Oregon should an individual independently seek this credential (<https://www.mhacbo.org/en/certifications/>).** The required program coursework does not meet all the CPS requirements nor is student support provided to answer CPS-related questions.

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 (<https://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 and advisor support through the year-long Prevention Science Capstone Seminar, while integrating the best of other courses and opportunities from the highly ranked University of Oregon's College of Education. The curriculum promotes a strengths-based orientation and advocates community involvement in all levels of learning and application. Coursework is provided concurrent with exposure to research in the field. The program requires a minimum of 45 credits leading to a Master's of Education (MEd) in Prevention Science. Prevention science is an emerging field. See the Prevention Science blog (<https://blogs.uoregon.edu/prevsci/>) for the Society for Prevention Research (SPR) Standards of Knowledge for the Science of Prevention that informs our curriculum.

## **College and University Mission Statements**

Our ecological orientation and emphasis on contextual considerations, the generation of knowledge, and scholarly excellence are enthusiastically supported by our department, the COE, and the University of Oregon. In that regard, the COE's purpose is "to produce scholars and practitioners who promote meaningful change in local, national, indigenous and international communities, to educate and support our students in the critical evaluation and adoption of science-based practices, and to accelerate multidisciplinary research to be applied innovatively within education, health, and human service organizations around the world."

**The University of Oregon mission statement states** that it is "a comprehensive public research university committed to exceptional teaching, discovery, and service. We work at a human scale to generate big ideas. As a community of scholars, we help individuals question critically, think logically, reason effectively, communicate clearly, act creatively, and live ethically." The university also aspires "to be a preeminent and innovative public research university encompassing the humanities and arts, the natural and social sciences, and the professions" and seeks "to enrich the human condition through collaboration, teaching, mentoring, scholarship, experiential learning, creative inquiry, scientific discovery, outreach, and public service."

## **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;

### **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)
- 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, class participation, student evaluation, and the final capstone project completed as part of the prevention science capstone seminar series. 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 the 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 (541-346-3211) send a letter verifying your disability.

Disabilities eligible for accommodations are broad. Please refer to the center's website for details:

<https://aec.uoregon.edu/>.

## Continuous Enrollment

Unless a formal 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 a minimum of 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.

Please see the following website for additional details regarding credit limits for full-time students:  
<https://graduatestudies.uoregon.edu/academics/policies/general/credit-limits-full-time-course-load>

## 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 graduate course credits 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 program director, program core 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.

In very rare circumstances, we may consider waiving course requirements if a student has extensive professional experience that overlaps with course content and that student can document the extent of their knowledge. Students should talk with program faculty or a program director if they believe this applies to them; final approval is similar to the procedures noted above for course waivers and include program director, instructor and core faculty approval.

### **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 Program.

All Prevention Science students must maintain at least a 3.0 grade point average (GPA) in graduate courses. All program required courses (including electives that count toward the 45 program credits) must be taken for a grade, with the exception of 601, 605, 607, 609 or similar courses that are only 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. (see <https://graduatestudies.uoregon.edu/academics/policies> for more details, select "Grades and Incompletes" and "Yes" for the petition form).

### **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, or 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. For MEd students, your advisor is the Capstone instructor, unless you have arranged otherwise. The faculty advisors work with advisees to oversee their academic progress and professional development throughout their graduate study. Capstone 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 individualized Program Plan (see Appendix B), review their academic and professional backgrounds, and to meet any specific needs regarding class schedule or support services.

Minimum student responsibilities include:

- Completing an Individualized 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

Minimum advisor responsibilities include:

- Assisting students in developing an Individualized 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 (i.e., capstone instructor) at least once each term. Fall term meetings may be conducted in a dedicated seminar for the purpose of reviewing students' individualized program plans.

### **HEDCO Building and Resources**

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 some HEDCO rooms. To submit a room reservation request, send an email to [cphsstudent@uoregon.edu](mailto: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](mailto:prevsci@uoregon.edu)) or in-person.

During business hours, students also have access to other facilities in HEDCO. The Learning Commons is located on the first floor. It is a student work area with desktop computers running both Mac and Windows with SPSS, Microsoft Office, and internet, and a student run help-desk. Students may check out a laptop and adaptor (ask about current return timelines). Printing (for a fee) is provided through the campus cash system with both black and white and color printing. There are large panels that students can hook up to their laptops for group work activities. There are small group rooms and individual study rooms that can be reserved. Check their website for current hours and availability: <https://learningcommons.uoregon.edu/>.

The Education Station Café is a favorite spot for people from all over campus. It can be found on the ground floor of the HEDCO building. Buy snacks and fresh-brewed coffee. Check their website for current hours of operation: <https://education.uoregon.edu/education-station-cafe>. If you use your own cup, you save \$\$.

### **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/their 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.

**Background Checks.** Background checks are no longer required for prevention science students. They may be required, however, for externships and, in rare cases, GE positions. Students should check with their supervisor regarding this requirement. A copy of the form required for a background check can be found on the prevention science blog (<https://blogs.uoregon.edu/prevsci/program-information/>).

# Coursework Details

## Program Requirements for the MEd

- 45 quarter credits minimum core course requirements, including at least 6 Prevention Science capstone seminar credits (PREV 607) and 5 elective courses
- Completion of a “Capstone Project”
- The majority of students will complete the degree in 1 year; some students will enroll part-time and complete in 2 years.

## Coursework

1) Psychological Foundations (12 credits minimum);

CPSY 621: Lifespan Developmental Psych (3)

**Note: CPSY 621 will not be offered academic year 2021-2022. SPSY 650**

**Development and Psychopathology (3) should be taken in spring semester instead, as noted on this year's general program plan.**

PREV 631: Intro to Prevention Science (3)

CPSY 633: Contemporary Issues in Public Health (3)

CPSY 645: Health Promotion and Equity (3) or other health-related course (3-4)

2) Research Methods (9 credits minimum);

EDUC 612: Social Sci Research Design (3)

EDUC 614: Educational Statistics (3)

EDUC 640: Appl Stat Design & Analysis (3) OR EDUC 630-Qualitative I (3)

**Note: If students take both EDUC 640: Appl Stat Design & Analysis (3) and EDUC 630-Qualitative I (3), then one of these two courses will be counted as an elective towards their program plan.**

3) Professional Foundations (6 credits minimum);

PREV 607: PrevSci Capstone Sem (6)

4) Electives (15 credits minimum)

5) Reading/Research (3 credits)

PREV 601 (2 minimum) /605 (1 minimum)

## Elective Coursework

Students are required to take a minimum of 15-credits of electives of their choice related to PREV. Some elective options are listed in the program plan; however, additional electives are possible given a particular student's interests (seeking to pursue research positions, subsequent PhD program in a specific field, or become a program evaluator). With permission from their advisor and the Program Director, students may opt to take 1 less elective and instead take an additional 3 research credits.

See the University of Oregon course catalogue, organized by academic year, for brief descriptions of courses:

<https://registrar.uoregon.edu/uo-course-catalog-archive-and-course-descriptions>

## Some General Notes Regarding Courses

Students may be enrolled in a minimum of 3 credits unless an official leave of absence has been approved. In order to be eligible for a GE position, students must be enrolled in a minimum of 9 credits each term they plan to have a GE. Within those limits, there is flexibility in terms of how many credits are completed each term. Note that extra fees are accrued if students enroll in more than 16 credits in a single term

(<https://graduatestudies.uoregon.edu/academics/policies/general/credit-limits-full-time-course-load>). Additionally, courses completed are generally not repeatable. If students are interested in repeating a course, a formal request should be submitted to your advisor. This request will be taken to the course instructor and core faculty for consideration.

### **Evaluation**

MEd students who do not complete the program in 1 year, after spring term (of any given year) must do an annual evaluation. The evaluation process includes annual student self-evaluation and core faculty completion of a student's performance review each year. Please see Appendix C and the prevention science blog for the Annual Student Evaluation Form (<https://blogs.uoregon.edu/prevsci/program-information/>).

**Prevention Science Master's of Education (M.Ed.) Program Plan (2021-2022 Academic Year)**  
**College of Education/ University of Oregon**

Prevention Science (PREV) MEd (45 total credit hours)

Model: 1 – Year M. Ed. Program Curriculum Progression with B.A. or B.S. Entry

<b>YEAR</b>			
<b>Fall</b>	<b>Winter</b>	<b>Spring</b>	<b>Program Milestone</b>
PREV 631 – Intro to Prevention Sci (3)	EDUC 614 – Educational Statistics (3)**	EDUC 640 – Appl Stat Des & Analysis (3)* or Elective of choice (3-4)	
Elective of choice (3-4)	CPSY 645 – Health Promotion & Equity (3) or other health-related course (3-4)	Elective of choice (3-4)	
PREV 633 – Cont Issues in Public Health (3)	Elective of choice (3-4)	Elective of choice (3-4)	
EDUC 612 – Social Sci Res Design (3)	EDUC 630- Qual I (3)* or Elective of choice (3-4)	SPSY 650 Development and Psychopathology (3)	
PREV 607 – Prev Capstone Sem (2)	PREV 607 – Prev Capstone Sem (2)	PREV 607 – Prev Capstone Sem (2)	
PREV 605 – Read Prevention Sci (1)	PREV 601 – Research (1)	PREV 601 – Research (1)	
	<i>Individualized program plan completed and turned in to your capstone seminar instructor/advisor by the end of winter term</i>		Complete Capstone Project Spring Term

\* MEd students must take either EDUC 630 in the winter or EDUC 640 in the Spring (or both). If students take EDUC 630 in the winter, they can take an elective of their choice in the spring. If students take EDUC 640 in the spring, they can take an elective of their choice in the winter.

\*\* Please note that multiple sections of EDUC 614 will be offered winter quarter. You should register for the section in which course content will be taught in the statistical software SPSS, which is currently scheduled for Wednesdays, 4:30-7:20

**Note.** Students must be enrolled in at least 9 credits per term to be considered full-time students. Students may choose to take a lighter course load each term and spread completion of the program over 2 years. A total of 45 credits are required for this degree.

**Possible Electives, (Partial listing/examples only; (E) – Offered even years; Terms Offered: F = Fall, W = Winter, S = Spring)**

- PREV 635- Prevention and Policy (3) (W)
- PREV 632- Risk Resilience and Adolescence (3) (S)
- PREV 640- Meta-analysis I (3) (O) (S)
- EDLD 623 - Cultural Adaptation of Evidence-Based Practices (3) (S)
- CPSY 617 - Theories of Career Dev (3) (E) (S)
- CPSY 614 - Theories of Counseling (3) (W)
- Prev Sci Externship (v 1-4) (F, W, S)
- PREV 634 - Implementation Science (3) (W)
- SPSY 610 - Neuroscience for Educators (3) (S)
- CPSY 610 - Psychology Services Latinos (3) (F)
- SPSY 617 - Tests and Measurement in Ed (4) (E) (F)
- SPED 511- Found Disability I (3) (F,W,S)
- SPSY 631- Acad and Behav Interv (4) (S)

# **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 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 seek to make communication 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 (<https://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. (see the following website for details: <https://policies.uoregon.edu/grievance-procedures>).

## **Appendices**

## **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 resources, 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 or her 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

University of Oregon  
Dept. of Counseling Psychology & Human Services

Prevention Science Individualized MEd Degree Program Plan 2021-2022 Student Name: \_\_\_\_\_

Advisor Name: \_\_\_\_\_

Instructions: This form is used to indicate the specific course requirements for students in the Prevention Science MEd program. Use the general program plan and student handbook to add details regarding required and elective courses to the tables below, organized by domain area. When individualizing your program plan, please indicate whether a course is required or not, and include all other details prompted in each column.

If you plan to transfer in graduate level course work taken at another institution, indicate the institution, course and title in columns 3-4. Indicate the grade you earned in courses you intend to transfer, as well as the credit level and date completed. In the "Credit" column be sure to use the abbreviation "SC" to indicate credits earned in a 15–16-week semester-system institution. Your advisor and the program directors will request documentation for all courses you intend to transfer, and all course requirements you propose to waive. Please use the appropriate College of Education forms to document your requests for transfer of credits and/or waiver of course requirements. These forms are available from the Academic Program Coordinator and are due to the Academic Program Coordinator in accordance with graduate school degree requirement due dates.

For courses you have taken at the UO, or plan to take, indicate "UO" in the third column and the appropriate course information in columns 4. Indicate grade and credit level and dates for courses already taken at the UO. Follow the same procedures for courses you intend to take to meet program requirements. Credit level and proposed term for taking the course should be indicated in the last two columns. The "Grade" column is left blank for proposed courses. All other information should be filled in the appropriate columns below. Note that if you wish to substitute a UO course you plan to take for a specific requirement, a waiver must be approved by your advisor.

Approved by faculty advisor: \_\_\_\_\_

Date: \_\_\_\_\_

Approved by Program/Training Director: \_\_\_\_\_

Date: \_\_\_\_\_

**DOMAIN 1.0: Core Psychological Foundations (12 minimum)**

Curriculum Domain & Course Requirement	PROGRAM REQUIRED	Institution	Course Prefix, #, & Course Title	Grade	Credits	Date Completed
<b>Electives</b>						

**DOMAIN 2.0: Research Methods (9 credits minimum)**

Curriculum Domain & Course Requirement	PROGRAM REQUIRED	Institution	Course Prefix, #, & Course Title	Grade	Credits	Date Completed
<b>Electives</b>						

**DOMAIN 3.0: Elective and Professional Foundations Credits - (21 minimum)**

Curriculum Domain & Course Requirement	PROGRAM REQUIRED	Institution	Course Prefix, #, & Course Title	Grade	Credits	Date Completed
<b>Electives</b>						

**DOMAIN 4.0: (OTHER) Research (3 credits minimum)**

Curriculum Domain & Course Requirement	PROGRAM REQUIRED	Institution	Course Prefix, #, & Course Title	Grade	Credits	Date Completed

Total credits required = 45.

**APPENDIX C**  
**UNIVERSITY OF OREGON**  
**PREVENTION SCIENCE PROGRAM**  
**Annual Student Evaluation**

Name:

Date

Advisor:

Degree program:

The purpose of this form is to provide you, your advisor, and the Program Director with a written evaluation of your performance during the past academic year. This evaluation is considered an important part of an ongoing developmental process, and your skills in each area are located along a trajectory of this development. Faculty reports of your performance in multiple domains (class performance, research activities etc.) and in some cases GE performance will be included as part of this annual evaluation. Any evaluation materials received after this evaluation are still considered part of the annual evaluation and may alter the ratings, descriptions, or your indicated program status that is provided in this evaluation. You will be notified if this occurs. The ratings for each program competency are described below.

**Instructions for the table below:** Indicate the degree to which you agree with the statement (I have met this competency) for each of the 8 program competencies by writing a number 1 (*strongly disagree*) to 4 (*strongly agree*) in the corresponding cell. A space is provided under each program competency for comments and/or evidence to support each of your responses (e.g., specific courses or assignments, research projects, presentations). If a competency has not yet been met, propose an action step toward mastering the competency (e.g., taking a particular course, pursuing a specific research experience). After you complete this form, send it to your advisor to provide their feedback.

<b>Program Competency</b>	<b>Student self-assessment:</b> I have met this competency.				<b>Advisor assessment:</b> The student has met this competency.			
	<b>Strongly Agree</b>	<b>Strongly Disagree</b>	<b>Strongly Agree</b>	<b>Strongly Disagree</b>	4	3	2	1
1. Student can describe the origins, foundations, and standards of prevention science.								
Student comments/evidence:								
Advisor comments/evidence:								
2. Student 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.								
Student comments/evidence:								
Advisor comments/evidence:								
3. Student demonstrates 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.								
Student comments/evidence:								
Advisor comments/evidence:								
4. Student integrates knowledge of research design, quantitative								

methods, data analysis, and multimethod, multi-agent assessment methods commonly used in prevention science into their research activities.		
Student comments/evidence:		
Advisor comments/evidence:		
5. Student demonstrates skill in disseminating their work to diverse audiences via formal academic presentations, instructional activities, and professional/academic writing.		
Student comments/evidence:		
Advisor comments/evidence:		
6. Student demonstrates 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.		
Student comments/evidence:		
Advisor comments/evidence:		
7. Student indicates 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.		
Student comments/evidence:		
Advisor comments/evidence:		
8. Student demonstrates honesty, personal responsibility, and knowledge and appropriate application of relevant ethical and legal codes related to prevention science (e.g., APA Ethical Standards).		
Student comments/evidence:		
Advisor comments/evidence:		

**Academic Status:**

Please report your GPA for fall and winter term this year, and report the grades you *anticipate* for the current spring term. If you received any grade of “no pass”, any grade lower than a B-, or any incomplete, note the grade, term, class, and provide an explanation of what occurred and how you have addressed or plan to address this area of concern. List program milestones completed this year. If you are a first-year student, indicate the status of your program plan.

Milestones also include coursework, capstone project (for MEd students), research paper (for MS students), pre-dissertation paper and comps (for PhD students).

#### **Goal Evaluation:**

Please describe the extent to which you accomplished the goals that you set for yourself at the beginning of this academic year. Note obstacles to your goal achievement, and how you will use your strengths to manage these obstacles as you continue to pursue your program milestones. Please include a summary self-assessment statement for this academic year.

#### **Goal Statement**

Please list your goals for this coming summer and for the next academic year. What will it take to achieve these goals? Is there any way that you will modify your approach to ensure that you achieve these goals?

#### **Advisor Summary:**

#### **Advisor Match:**

We recognize that for a variety of reasons, the advisor preferences specified at the beginning of the academic year may have changed. As part of this annual evaluation process, please take the time to reflect and discuss with your advisor how the advisor-advisee relationship is working out for both of you and what changes need to be made (if any). Changes may include switching advisors or transitioning to a co-advising arrangement.

- I would like to continue working with my advisor, no changes.  
 I would like to continue working with my advisor, but we have discussed some changes that would be helpful.

*Describe changes (Optional):* \_\_\_\_\_

- I would like to switch to a different advisor  
*Reason (Optional):* \_\_\_\_\_

- I would prefer to be in a co-advising arrangement. *Reason (Optional):* \_\_\_\_\_

I have discussed this evaluation with my advisor:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**APPENDIX D**  
**Prevention Science Directory**

<b>PrevSci Faculty/Staff</b>	<b>EMAIL</b>	<b>PHONE</b>
HEDCO mtg room reserve	cphsstudent@uoregon.edu	
PrevSci Listserve	prevscilist@lists.uoregon.edu	
Danette Roberson PREV Academic Program Coordinator	prevsci@uoregon.edu	541.346.9148
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Elliot Berkman*	berkman@uoregon.edu	541.346.4909
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Bertranna Muruthi*	muruthba@uoregon.edu	541.346.0913
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Emily Tanner-Smith	etanners@uoregon.edu	541.346.2365
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\* Affiliated Faculty