

New Program Proposal

Master of Science in Immersive Media Communication

General Information

Give a brief (1-2 paragraphs) overview of the proposed credential, including its disciplinary foundations and connections, its focus and learning objectives for students, and the specific degree (e.g. bachelors, masters, doctorate) and/or credentials (e.g. major, certificate, minor, concentrations) to be offered. This should be based largely on your descriptions in the following sections but it should be shorter than their combined length. Moreover, it should use language that is capable of communicating your ideas to audiences increasingly distant from your academic field as your proposal moves through the review process.

The anticipated program would be a new one-year 46-credit online applied professional master's program in Immersive Media Communication (IMC) that strengthens the future of the School of Journalism and Communication and its program offerings. The program would be an excellent complement to the existing Strategic Communication and Multimedia Journalism master's programs and would also build on the work of the Oregon Reality Lab in Portland. Such a program will set us apart as innovators and leaders in the emergent communication technology landscape. We propose to create an entirely online program that will give students the skills they need to become communication strategists in the steadily evolving field of immersive media. It also differs from all other immersive curricula in that programs typically approach this from a game studies/design perspective or as research programs, heavy in laboratory experimentation. This program is designed to give graduate tools that will help them advise and lead teams currently being built to address the emergence of the metaverse, non-fungible tokens (NFTs), artificial intelligence (AI) and augmented, virtual, and cross realities such as those found in gamespaces, in social media, and increasingly in the workplace.

Primary Proposer

Donna Z. Davis, Ph.D.

Home department

Journalism

College

Journalism and Communication

Level

Graduate

Program Type

Master of Science degree

Primary Location

UO main campus

Program Delivery Format

Online

Does the program represent a collaboration of two or more university academic units?

No

What's your desired effective term?

Fall 2023

Relationship to Institutional Mission and Statewide Goals

How is the program connected with the UO's mission, signature strengths and strategic priorities?

In a commissioned study, market analysis by Hanover Research for the School of Journalism and Communication concluded, "Student and labor demand indicators for strategic communications are strong, particularly in the online space. Though immersive media is a new field for which data is limited, the industry is expected to grow, and UO Portland has the opportunity to be one of the first movers in the region." Since this analysis, the field has experienced enormous growth, yet to our knowledge, there is still no master's degree in communication with a focus on the strategic use of immersive technologies. The IMC program could thus truly be the first of its kind. Additionally, this program builds on the research and creativity of our current faculty, building our profile as thought leaders. As such, it will allow the SOJC to continue to grow demonstrated prospective/future student recruitment. It should also strengthen our bridges with the tech industry of this region that will help us build a state, national, and international reputation as a center of excellence in immersive media communication – an area that many argue is the future of mass communication.

How will the proposal contribute to meeting UO and statewide goals for student access and diversity, quality learning, research, knowledge creation and innovation, and economic and cultural support of Oregon and its communities?

This program is designed with access, diversity, and equity at its core. Digitization and technological innovations are shaping and influencing communication disciplines in a variety of ways. These developments demand our students understand the nature and effects of digital products and assets from conceptualization to their marketing, promotion, and use. Simultaneously, the evolving needs of audiences are driving preferences for certain virtual goods/experiences and democratized systems when businesses are seeking to build better devices and interfaces that (more transparently, authentically, and ethically) communicate, interact, engage, and understand audiences.

Increasingly, Gen Z and millennials, people of color, thought leaders, and innovative corporate entities, interested in a more egalitarian and ethical technological future, are keen on investing and harvesting the opportunities provided by a decentralized, democratic immersive media also known as the metaverse; specifically, Web3. Web3 is a shrewder online network defined by emergent technologies such as artificial intelligence, augmented reality, virtual reality, mixed reality, and the internet of things (physical objects embedded with sensors and processing ability). It promises innovations that will advance a more evenly distributed, democratic, and more greatly decentralized future (The New York Times; Courier).

These disruptive digital trends and innovations continue to revolutionize advertising, marketing, and strategic communications. The growth of these emerging platforms was exacerbated by remote work and social isolation brought by COVID-19. As organizations and communities discover the growing importance of immersive media to find audiences, build engaged communities, and provide products and services, this program creates opportunities to train future leaders and strategists who will

ethically guide its continued growth and evolution. Although this is an online program that allows attendance from anywhere in the world, our home in the "silicon forest" will also provide excellent access to industry leaders as program and student advisors as well as future employers.

How will the proposal meet regional or statewide needs and enhance the state' capacity to:

- **improve educational attainment in the region;**
- **respond effectively to social, economic and environmental challenges and opportunities; and**
- **address civic and cultural demands of citizenship?**

This program is being delivered as an entirely online program, creating accessibility to students, not only in the region, but anywhere in the world. This is a professional graduate program, targeting both recent undergrads and industry professionals who need to retool their skills. Of particular interest, this program builds on the mission of the SOJC and the Oregon Reality Lab to develop and test the effects of virtual, augmented, and extended realities and their capacity to help solve social, environmental, and business problems. Providing our graduates with the powerful tools of immersive technology with a responsible use embedded in their training will also help address the civic and cultural demands of citizenship.

Program Description

Is there a core set of required courses?

Yes

What is the core set of required courses and what is the rationale for giving these courses this prominent role? What are the central concepts and/or skills you expect students to take from the core?

The anticipated program would be a new one-year 46-credit online applied professional master's program in Immersive Media Communication (IMC) that strengthens the future of the School of Journalism and Communication and its program offerings. The program would be an excellent complement to the existing Strategic Communication and Multimedia Journalism master's programs and would also build on the work of the Oregon Reality Lab in Portland. Such a program will set us apart as innovators and leaders in the emergent communication technology landscape. We propose to create an entirely online program that will give students the skills they need to become communication strategists in the steadily evolving field of immersive media. It is through this strategic focus that the program will be uniquely positioned to build a new generation of communication strategists focused on the tools of immersive communication such as augmented reality (AR), virtual reality (VR), cross or extended reality (XR), and gaming and virtual worlds.

There are two core tracks of courses in this program. The first track includes those core courses in the SOJC professional master's curricula including the foundational course, Mass Communication and Society, Communication Ethics, and Research Methods. These are established courses taught across several professional master's programs. They address important issues of the industry broadly, of the increasingly complex ethical issues in the media landscape, and provide a basic understanding of research from a professional market research perspective.

The second track of courses includes three courses we've been teaching for the past couple of years as experimental classes, specific to immersive media for strategic communication. These include a Foundations in Immersive Media introductory class that provides an introduction to the constantly evolving and emerging technologies such as augmented, virtual, mixed/extended reality (AR/VR/XR), and virtual worlds, increasingly referred to as the metaverse, used to reach audiences, tell stories, and build communities. We will also require the current experimental user experience (UX) course

that guides our students through the interdisciplinary theoretical and applied approaches of multiple disciplines to strengthen their ability to (a) identify and understand universal principles of UX design, (b) conduct UX research that produces culturally-relevant insight, and (c) translate that insight into testable, research-driven UX design solutions specific to a product/service. This core "strategy" section of the curricula will also include an experiential marketing course that builds on our traditional marketing course but offers a very targeted course content that addresses market research, market segmentation, targeting, positioning, differentiation, value proposition, products, pricing, distribution and more - as experienced utilizing immersive platforms. While many of the traditions of the field will still apply, understanding the nuances of digital humans, digital goods and services, and the built virtual environments in which people are already working, playing, learning, and exploring will be critical to the future of the communications professions, just as understanding the use of social media was just over a decade ago. The final core required course will be a seminar class offered once per year to allow a deeper dive to address the most relevant emergent technologies of the moment. As an example, were this course to have been offered in the 2021-22 academic year, it would have likely addressed the metaverse. These courses, taken collectively, will allow our students to build a competency in understanding not just how to be immersive content creators, but to understand why these platforms are important for reaching key audiences, how to effectively utilize the platforms for communications and to understand and respect their potential impacts.

Are there tracks or concentrations within the credential? If so, do these start from a common core or are they differentiated from the beginning?

At this time, we are not proposing a track or concentration within the credential. We would be offering elective classes that could provide a concentration in building classes or in broader strategy classes.

Course of Study

Programs are required to display their curriculum in grid format to meet degree guide specifications. Proposed curriculum should include course numbers, titles, and credit hours.

Course of Study

Course List		
Code	Title	Credits
Core Courses		
J 594	Strategic Communications Research	4
J 609	Terminal Project	6
or J 604	Internship: [Topic]	
J 611	Mass Communication and Society	4
J 629	Media and Communication Ethics: [Topic]	4
Immersive Media Courses		
J 617	Strategic Communication Theory and Research: [Topic]	4
J 664	Course J 664 Not Found (Foundations in Immersive Media)	4
J 665	Course J 665 Not Found (Media Psychology)	4
J 667	Course J 667 Not Found (User Experience)	4

Course List		
Code	Title	Credits
J 668	Course J 668 Not Found (Experiential Marketing)	4
J 669	Course J 669 Not Found (Creating for Immersive Platforms)	4
Elective Courses		4
J 624	Strategic Communication: [Topic]	
Total Credits		46

Note: Courses “Not Found” are currently being reviewed by UOCC, which has given its ok for proposal to move forward.

Expected Learning Outcomes for Students and Means of Assessment

Only one learning outcome should be listed per row. Additional fields are added once a row has been filled.

Principle Learning Outcome (Concept or Skill)	Part of curriculum where this is introduced	Part of curriculum where this is developed	How students demonstrate mastery
Demonstrate an understanding of immersive media with a particular focus on immersive VR, AR, and XR experiences	Intro to IMC course and media psychology course	Every course is designed to build on this knowledge from a unique perspective	Papers and projects required for each class as well as in their final project/paper/or internships
Clearly define key attributes of augmented (AR), virtual (VR), and cross reality (XR) important to communication and its potential use	Intro to immersive media and experiential marketing course	Again, each course builds on the knowledge base for this learning outcome	Proof of mastery will be demonstrated in proposals developed as part of the coursework.
Consider appropriate and measurable communication outcomes for targeted publics using AR/VR/XR/VWs	Intro to IMC course, UX and Research courses	UX, Research, and building electives	Final projects/papers will incorporate measurement strategies.
Demonstrate creativity in approaching communications solutions using immersive technologies	Intro to IMC	Reinforced in all courses	Final papers/projects in specific courses and in their capstone projects or internships

Principle Learning Outcome (Concept or Skill)	Part of curriculum where this is introduced	Part of curriculum where this is developed	How students demonstrate mastery
Articulate ethical, best practices in AR/VR/XR and VWs	Intro to IMC and Digital Ethics classes	Reinforced in all courses with particular focus in the ethics course	Each paper/project developed in this course will require an ethics reflection.

If needed, explain particular items in the grid:
see below

Explain the methods by which the learning outcomes will be assessed and used to improve curriculum and instruction.

All courses are required to include learning outcomes. We are working closely with our faculty to ensure the assignments required in each course can point directly to the learning objectives of the course and final class and program outputs (such as industry whitepapers, creative work, and successful work placement in industry) will help us assess our success. We will also be working closely with UO Online and the teaching effectiveness program (TEP) to ensure our faculty - both full-time faculty who may have struggled with remote instruction during the pandemic, as well as our pro tem faculty from industry - are designing courses that meet these learning outcomes.

Accreditation

Is or will the program be accredited?
No

Please explain why accreditation is not being sought:
Currently, none of our professional master's programs are accredited.

Need for this Credential

Historical data from our existing graduate programs provide context and expectations of cohort enrollment. Our traditional graduate programs range from 12-20 students per cohort. Additionally, a market analysis of online Master's in immersive media conducted by Hanover Research identified an anticipated growth rate of 13.1% (compared to national annualized degree completions growth rates of 1.6%). Although 20 is an ideal cohort for this program, we also acknowledge the potential for a larger market than anticipated based on the growth of immersive media as communications and work platforms.

What is the anticipated fall term headcount over each of the next five years?

Fall Term Headcount = number of students with major declared in Fall term.

	Year 1	Year 2	Year 3	Year 4	Year 5
	10	12	15	20	20

What are the expected degrees/certificates over the next five years.

Number of Degrees:

Year 1	Year 2	Year 3	Year 4	Year 5
10	12	14	18	

How did you arrive at the above estimates? Please provide evidence. (e.g. surveys, focus groups, documented requests, occupational/ employment statistics and forecasts, etc.)

Historical data from our existing graduate programs provide context and expectations of cohort enrollment. Our traditional graduate programs range from 12-20 students per cohort. Additionally, a market analysis of online Master's in immersive media conducted by Hanover Research identified an anticipated growth rate of 13.1% (compared to national annualized degree completions growth rates of 1.6%). Although 20 is an ideal cohort for this program, we also acknowledge the potential for a larger market than anticipated based on the growth of immersive media as communications and work platforms.

What are the characteristics of students you expect this program to attract (e.g., resident/out-of-state/international; traditional/nontraditional; full-time/part-time)? Will it appeal to students from particular backgrounds or with specific careers in mind?

Although our traditional student is a mid-career working professional from the local Portland market, this program will be marketed more broadly as an online program. We anticipate recruiting from two key audiences: 1 - undergraduate programs in advertising, public relations, marketing, and game design programs who want to build strategic thinking in this growth market; 2 - current working professionals who have been working in more traditional areas of expertise and want to elevate their career with state-of-the-art knowledge and leadership skills, prepared to guide brands and organizations into immersive strategy. We have been in direct contact with a number of undergraduate programs that are eager to direct their current students to a program such as this. For example, there is potential for collaboration with digital arts programs at both UO and across the state. Although not in Oregon, the Vancouver Film School, in British Columbia has already reached out to discuss a pathway from their undergraduate program to our potential graduate program. They currently have such an arrangement with the London College of Communication (LCC), part of the University of the Arts London (UAL) and ranked 2nd in the world for Art and Design, according to the 2021 QS World University Rankings. One of the things that make this program truly unique is that, while there are many programs in game studies, game design, and the arts for building immersive content, there are no programs specifically focused on the strategy and effect of the use of these technologies in the field of communication.

What are possible career paths for students who earn this credential? Estimate the prospects for success of graduates in terms of employment, graduate work, licensure, or other professional attainments, as appropriate.

In their market analysis, Hanover Research concluded "Student and labor demand indicators for strategic communications are strong, particularly in the online space. Though immersive media is a new field for which data is limited, the industry is expected to grow, and UO Portland has the opportunity to be one of the first movers in the region." Since this analysis, the field has grown, yet there is still no evidence of a master's degree in communication with a focus on immersive technologies. Additionally, a content analysis of current positions (and emerging positions) in this field reveals potential post-graduation opportunities among the teams at corporations currently working in communications, at agencies representing those brands, and at the technology companies

themselves. These will be immersive media strategists, content creators, and chief metaverse officers – job titles that are just emerging as social media strategists did just over a decade ago. The Oregon Reality Lab director also met recently with the North America Community Partnerships Lead at one of the world's leading social media companies who is attempting to better understand how communities form in immersive media environments. Increasingly organizations will also be seeking future community managers who can engage their audiences in the metaverse. These are the people who will be our graduates.

Describe the steps that have been taken to ensure that the proposed program(s) does not overlap other existing UO program(s) or compete for the same population of students. [Provide documentation that relevant departments or areas have been informed of the proposal and have voiced no objections.]

The related programs currently offered at the University of Oregon are the SOJC's Strategic Communication master's program as well as the Multimedia Journalism master's program. This program will work in tandem with these programs as there is synchronicity between these programs where foundational media core curricula are already provided. Multiple meetings have taken place with the program directors (as well as directors and faculty at the SOJC) to ensure this program would complement rather than compete for students. Additionally, we have been offering a number of immersive media courses experimentally in the OR Lab. Our courses have been filled not only with SOJC students, but with graduate students from other UO programs in Portland including Historic Preservation, Architecture, Sports Product Design, and Business. We believe these courses will continue to be popular, as will the technologies available in the Lab, among the students and researchers across our programs. We are also hearing from a number of other researchers and administrators in programs such as Urbanism Next and organizations such as RARE Americorps, in search of research collaboration and potential projects that students in these courses could be developing. These programs see our courses as ways to strengthen the curricular offering across these disciplines.

Attach your communications showing due diligence in consulting with other UO departments or areas.

Immersive Media Building certificate brainstorming session with MMJ directors - EMAIL.pdf
EMail with Journalism and Media Studies programs.pdf

List any existing program(s) that are complemented or enhanced by the new major.

Program(s)
Strategic Communication, Multimedia Journalism, Advertising, Public Relations, Journalism, Historic Preservation, Architecture, Digital arts

Program Integration And Collaboration

Are there closely-related programs in other Oregon public or private universities?

No

If applicable, explain why collaborating with institutions with existing similar programs would not take place.

N/A

Describe the potential for impact on other institution’s programs.

As there are no competing programs, so there should not be any impact. Although there are game design and building programs at the community college and undergraduate level at a number of universities, I was unable to identify any graduate programs like this proposed program. The closest found were the CITI program housed at PSU and the Digital Communication Arts program at OSU. I reached out to both program directors. The email correspondences with both are attached.

Document your due diligence in consulting with other Oregon institutions.

OSU response to program proposal.pdf

PSU CITI program proposal email.pdf

If the program's location is shared with another similar Oregon public university program, provide externally validated evidence of need.

n/a

Resources Required To Offer The Program Or Move To New Location

List any faculty who will have a role in this this program, indicating those who have leadership and/or coordinating roles. For each individual, indicate status with respect to tenure track (TT or NTT), rank, and full-time or part-time.

Faculty Name	Faculty Classification and Rank	FTE	Role
Donna Davis	TT – Associate	1	Director
Daniel Pimentel	TT – Assistant	1	Faculty
Nikki Dunsire	NTT Protem	1	Faculty
Lisa Peyton	Career NTT, Instructional, Sr. Instructor 1	1	Faculty
Maxwell Foxma	TT – Assistant	1	Faculty
Amanda Cote	TT – Assistant	1	Faculty
Wes Pope	TT – Associate	1	Faculty

Please describe the adequacy and quality of the faculty delivering the program, including how the mix of tenure-track, career and pro tem faculty are strategically used to ensure effective delivery of the curriculum.

The faculty listed above are current faculty teaching across multiple programs within the SOJC who are either already teaching the courses we've been offering that will become core courses of this program and/or who have expressed a strong desire to teach in this program as it is in alignment with their research and teaching foci. We have also been in communication with a number of professionals in the immersive media landscape who have expressed a strong interest in teaching for this program as pro tem.

What is the nature and level of research and/or scholarly work expected of program faculty which will be indicators of success in those areas?

Our current faculty are very actively engaged in the content of our course offerings but in teaching and in research. Creating a cohort of graduate students focused on the industry strategic application of these technologies will also provide opportunities for additional collaboration both in lab research as well as in applied industry research.

Describe how students will be advised in the new program.

Students would be advised through our graduate program coordinator, the program director, through affiliated faculty, and through a group of professional advisors and employers we have been/will be working with.

What other additional staff are needed to support this program?

Initially, no additional staff will be needed since we anticipate only 10 additional students coming into the SOJC-Portland programs via this pathway in the first year and admitting those students will be integrated through our existing recruiting, administrative, and support staff. As the program grows, we would anticipate working closely with our financial and administrative leaders to ensure the responsible growth of affiliated staff.

Are special facilities, equipment, or other resources required because of the change (e.g., unusual library resources, digital media support,

No additional facilities, equipment, or other resources are anticipated at this time. However, we are currently in communication with the UO Online program team with the possibility of developing an agreement that would assist in instructional design, instructor training, and potential recruitment support. This is a work in progress.

Financial Sustainability

What financial resources are needed to support this proposal? Identify the resources currently available as part of existing UO programs or reallocations within existing budgets. Are additional resources needed?

As indicated in the attached budget plan spreadsheet, the only initial resources required for this program would be a line for a program director, the possibility of hiring pro tem faculty while the program grows to the extent that we would be seeking an additional full-time faculty member. All other services can be absorbed by our current communication, recruiting, and administrative support staff. As stated above, additional support will be provided for marketing the program. We are currently working with UO Online to explore a shared services model.

Provide a plan that shows how long-term financial viability of the program is to be achieved, addressing anticipated sources of funds, the ability to recruit and retain faculty, and plans for assuring adequate library support over the long term.

Business Plan Description

This proposal, if approved, will contribute to the long-term financial viability of the SOJC through the school's plan to grow professional master's programs. Please also see the attached spreadsheet that reflects proposed tuition models based on the cohort numbers provided above. Based on expense/income estimates, this program should prove viable with the first cohort.

Describe your plans for development and maintenance of unique resources (buildings, laboratories, technology) necessary to offer a quality program.

Because this is an online program, the only additional resources needed will be for instructional design, instructor training, and instructional tools for creating the optimal online experience. Again, we are working with UO Online to determine the most cost-efficient and fair approach. We also do have access to the Oregon Reality Lab for the possibility of bringing students to Portland for elective classes, presentations, and additional research.

What is the targeted student/faculty ratio? (student FTE divided by faculty FTE)

20/1

What are the resources to be devoted to student recruitment?

We are already working with our communications and recruitment teams in preparation for the possibility of this new program. Raising the profile of our current faculty at undergrad and grad recruiting fairs and in industry events - a prime target market for this program. We are also developing an advisor network who we anticipate will be excellent industry advocates for our program.

If grant funds are required to launch the program, what does the institution propose to do with the program upon termination of the grant?

n/a

Other Program Characteristics

Must courses be taken for a letter grade and/or passed with a minimum grade to count toward the proposed major? If so, please list the courses and the requirements of each. Although there is variation in detail, UO majors typically require that most of the courses be taken for a letter grade (not "pass/no pass") and that the grade be C- or better.

All courses will be taken for a letter grade (other than potentially some of the elective classes - especially those in the MMJ program currently offered as P/NP). A grade of C- or better is required. Any student who falls below an overall 3.0 GPA will be put on academic probation and provided a work strategy for success.

How much course overlap will be allowed to count toward both the major and some other credential a student might be earning (a minor, certificate, or another major)? If there are specific credentials with overlap limits, please list those and the limits.

n/a

Does your proposal call for new courses, or conversion of experimental courses into permanent courses? If so, please list courses in the text box below and indicate when they will be submitted to UOCC for approval:

New Immersive Media Course - All classes listed below will be submitted to UOCC simultaneous to the submission of this program proposal to the Grad Council

J663 FOUNDATIONS IN IMMERSIVE MEDIA - 4 credits (currently taught as a J610 experimental course)

J664 MEDIA PSYCHOLOGY - 4 credits (new course)

J665 USER EXPERIENCE & DESIGN (UX) - 4 credits (currently taught as a J610 experimental course)

J667 EXPERIENTIAL MARKETING - 4 credits (this course will build on the existing strat Comm Marketing class)

668 CREATING FOR IMMERSIVE MEDIA - 4 credits (currently taught as two experimental 410/510 courses)

Course J670 IMMERSIVE MEDIA SEMINAR - 4 credits (new course that will be focused on trends in the field, taught once per year)

J669 TOPICS IN IMMERSIVE MEDIA - 2-4 credits (we have been teaching these as J4/510 classes)

Will admission to the program be limited?

Yes

Maximum enrollment:

20

Will students be required to apply for entry to this program?

Yes

What are the conditions for admission?

To be admitted to the University of Oregon for the purpose of seeking an advanced degree or certificate, you must hold a bachelor's degree or higher from a regionally accredited four-year U.S. college or university OR hold an equivalent credential from a qualifying international institution.

This degree must be conferred before your first day of classes at the UO.

International applicants must also meet the Division of Graduate Studies' English Language Proficiency Requirement and, per U.S. Government regulations, verify the availability of sufficient financial support.

Students who already hold a graduate degree at the same level and discipline for which they are applying may be admitted to the University of Oregon only by petition to the Division of Graduate Studies.

In cases where a student already holds a similar degree, the content of the original degree must be fundamentally different from the degree to be pursued at the UO.

If you are concerned about your eligibility for admission, please contact the Division of Graduate Studies for information about obtaining a preliminary credential analysis.

Fees**Application Fee**

\$70 for domestic applicants.

\$90 for international applicants.

Payment Methods Accepted

Credit card (Visa, MasterCard, Discover) or personal check (e-check.) You will be asked to submit your payment when you complete your application.

Fee Waivers and Discounts

The Division of Graduate Studies offers graduate application fee waivers and discounts for applicants who meet specific criteria.

Application Deadline

Deadlines may be set as early as December 1 for the following fall term, or as late as 30 days before the beginning of the term.

Plan ahead and confirm all deadlines with the academic program(s) you are interested in early in the application process.

Application Review

Your application for admission will be reviewed first by our program. The graduate program will make an admission decision and notify both you and the University of Oregon Division of Graduate

Studies.

The Division will review your application to confirm that you meet University of Oregon minimum requirements for admission (outlined above) and will finalize your offer of admission.

You will be interacting primarily with the program during the application process, though you may also interact with the Division of Graduate Studies.

Deferrals

Deferral policies vary by program. Applicants must work with the SOJC graduate program to determine whether deferring admission is a possibility.

If given a deferral, applicants must still submit a new UO application for the deferred term of admission.

Additional Requirements (Will Appear in Catalog)

No GRE is required. Undergraduate GPA will be considered in the admissions process but should not be below a 3.0.

Please describe admission procedures (Will Appear in Catalog)

Application Submission Procedures: Domestic Applicants

1. Confirm that you are a domestic applicant.

You are a domestic applicant if you:

- Are a citizen or lawful permanent resident of the United States
- Have been granted asylee, refugee or paroled in the public interest status by the United States government
- Are in the United States in an undocumented or DACAmented status

If you do not meet these requirements, you may need to apply as an [international applicant](#).

2. Complete and submit the University of Oregon online application.

This is the universal portion of the application for graduate studies—it is required of every applicant, regardless of their field or program of study. Access to the University of Oregon online application will be provided [through the website of the program to which you are applying](#). If you need help locating or accessing the UO online application, please contact the department(s) that you are interested in applying to.

Applicants may apply to multiple programs per term. If you choose to apply to multiple programs, you must create a new UO application account and submit a new application for each program

3. Complete and submit all additional materials required by the department or program.

Each department or program at the University of Oregon establishes its own set of additional requirements and procedures for admission to the Division of Graduate Studies. For most programs,

the departmental portion of the application is included as part of the University of Oregon application. [Check with the program](#) for their list of required application materials, submission procedures, and deadlines.

4. Submit official transcript(s) to the Office of the Registrar.

At the time of application, [submit official transcripts](#) from all colleges or universities from which you received a bachelor's degree or any subsequent degree. If you attended or are currently attending the University of Oregon, you do not need to send your University of Oregon transcript to the Office of the Registrar.

Residency Requirements (Will Appear in Catalog)

Online program - no residency requirement.