OSWEGO
STATE UNIVERSITY OF NEW YORK
Division of Extended Learning
151 Marano Campus Center
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extlearn@oswego.edu
oswego.edu/extended_learning

Micro Credential Form 1
Application and Assignment

INSTRUCTIONS:

This form is used to approve awarding a skill badge for instructional activity. The sponsoring SUNY Oswego office completes Section I and submits the application to the Division of Extended Learning for review and approval. Please fill out the form and submit with required signatures and documentation to the Division of Extended Learning. If you have questions, please contact the Division of Extended Learning.

DEFINITION:

SUNY Oswego offers credit bearing and non-credit bearing micro credentials. Students successfully completing a micro credential will be able to demonstrate specific skill competencies. Micro credentials provide an educational opportunity for students to enhance, extend and document their proficiencies and verify, validate, and attest that specific skills have been achieved. A digital badge is a virtual representation of mastery of a specific skill or set of skills gained through learning experiences. They are valuable in that they offer more ways to showcase and share skills, knowledge, and achievements than a typical transcript. A digital badge is an icon which may be clicked to learn verifiable metadata such as the issuing institution, the date of issuance, the criteria required to earn the badge and the evidence that shows that a student has met the required criteria. Evidence is supporting information such as: the learner's work, rubrics, course information, peer or expert endorsement, narratives, documents, videos, etc. Each program requires a distinct piece of evidence that is embedded in the digital badge. Digital badges are dynamic credentials that, once provided by the institution, the student owns. They may be placed on social media sites, such as LinkedIn, added as a link to digital resumes, embedded in e-portfolios and more.

SUNY Oswego offers three types of micro credential: academic micro credential, competency badge and skill badge which may be earned in any field of study and may be interdisciplinary, resulting in a mini-concentration, and are intentionally designed to provide freedom to learn without the financial and time commitments of a degree.

Micro credentials are aligned with the competencies of 21st century workforce. Micro credential programs are specifically designed, with employers, to better equip students with the skills that employers demand and to help them communicate those skills in the right setting.

Academic Micro Credential

- The SUNY Oswego **Academic Micro Credential** is an approved undergraduate or graduate level credit-bearing course sequence within a single or interdisciplinary program.

Academic Miro Credentials contain a minimum of 1 and a maximum of 17 credit hours of coursework and require a minimum grade of 2.0 in all credit courses taken for the credential (or department-specified grade, which may higher). Classes that require pre-requisites must be met and transfer credits may be applied to the micro credential following existing standards. Eligibility requirements might include a minimum GPA for matriculated students and/or an application process for non-matriculated students. Non-credit activity may be required in an Academic Micro Credential which may be evaluated for credit equivalency.

Credits earned for a micro credential may be used toward minors, majors, bachelor's degrees, master's degrees, certificates, or advanced certificates subject to degree program and college requirements. All credit bearing micro credentials are approved via college-wide curriculum processes. Existing programs may have micro credentials embedded in them, where all classes taken would apply to both micro credential and degree. Courses previously taken as part of a program may be used toward a micro credential but must be taken within the preceding 5 years (or less, per each department). Students completing a credit-bearing Academic Micro Credential will receive a notation on their academic transcript as well as access to a digital badge.

Micro Credentials may be earned in any field of study, may be interdisciplinary and can be used as a standalone credential or progressively stacked to larger units (Skill Badges to Competency Badges to Micro Credential, or micro credential to certificates /advanced certificates or minors or majors).

SECTION I (to be completed by the sponsoring SUNY Oswego office)

Micro Credential Title: Interaction Design

Micro Credential Description: Study in interaction design including web, creative code and multimedia studies.

Micro Credential Objectives: This allows students to gain more focused experience in the areas of interaction design.

Will this Micro Credential be a part of a series? ___ **Yes or** _x__**No**

If yes, list other requirements: ____________________

What are the educational and career objectives of the Micro Credential opportunity? This will highlight an understanding of principles of interaction design and will add value to graduate students in HCI, Graphic Design and Communication and will possibly lead to job opportunities in areas such asking for some knowledge of web or interaction design.

Audience: ______Graduate students in HCI, Strategic Communication, and MA in Graphic Design and Digital Media.

Discipline specific skill that will be learned: ___Web design, user experience, animation principles, digital storytelling and communication.

Soft Skills that will be learned:(ex. Creativity, innovation, leadership, team work, critical thinking, communication, professionalism, collaboration, negotiating, ethical decision making, other)

Creativity, problem solving, teamwork, collaboration, critical analysis, ideation and revision.

Completion Criteria: Define evaluation criteria by checking the activities the learner will complete to earn badge:

__ Application	____Member	____Educational Experience
___Assessment	____Participant	____Professional Experience
____Badge	____Payment	____Scheduling/Registration
__x__Course	____Portfolio	X Project
____Credential	____Presenter	____Volunteer
		____Other ____________

Give further detail on how student learning will be evaluated: Students will complete projects as part of class requirements. Projects will be evaluated on a rubric specific to that project. This certificate will be assessed as part of our graduate assessment cycle.

Level: _____Foundational _____Intermediate __x___Advanced

Program Assessment: How will the overall micro-credential be assessed to be sure student earning outcomes are being met? This will be assessed along with our yearly assessment process for the graduate program.

Level: _____Foundational _____Intermediate __√___Advanced

Curriculum Outline: Outline all curricular requirements for the proposed micro credential. See attached outlines

Recommendation for future learning / additional Micro Credential: ________

____

List any educational / industry standards this Micro Credential aligns with: Many employers in design are looking for skill sets in interaction design (including UX, UI and product design) that historical were not a typical component of graphic design degrees, so this credential will make this experience more obvious. Many graduate students are attempting to gain skills in these areas to match the shifts in industry

Are there any prerequisites? _____ (if yes, explain) __graduate standing

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Anticipated Number of Participants: ___1___ minimum 8 maximum

Program fee? ___Yes (suggested amount* $_____) or _x__No

**Extended Learning will work with you to determine the appropriate amount*

Starting Date: ____________ **Ending Date:** ____________ **Frequency of offering:** ongoing

Program Location/Modality: ______________________________

Suggested Academic or Administrative Evaluator: ____________________

Sponsoring Organization(s), Agency(ies) or Institution(s): ______________

Names/Titles of Instructors and Other Resource Persons:

Name/title	Role in Micro Credential
Cara Thompson	**coordinator**
Rebecca Mushtare	**instructor**

Advisement: Extended Learning's Academic Planning Coordinator will facilitate the application process, recruitment and advisement as well as assist with the registration & payment process. The faculty coordinator will be available to consult on program content.

Employer Testimonials collected: __3_ number (Minimum of 3 must be attached on company letterhead and submitted to Ext. Learning, if they are in email form each email must be forwarded to Ext. Learning) See xxx for acceptable testimonies

Criteria for Determining Satisfactory Completion to Participants: completion of three classes from the following list:

Art 517 (Web Design)
Art 509 (Multimedia)
Art 518 (3d Modeling and Animation)
Art 548 (Creative Code)

Names/Titles of Instructors and Other Resource Persons: ____Cara Thompson, Professor , Graphic and Interaction Design. Rebecca Mushtare, Associate Professor, Graphic and Interaction Design.

Is there an example of student work that may be uploaded for people to view?
___ yes (Explain and forward work ________________________________) or ___ no

Submitted by:	Cara Thompson CT 11/09/21 Program Director / Instructor(s)	
	Rebecca Mushtare ____________ Instructor(s)	11/16/21 (date)
	Kelly Roe __Kelly Roe__ 11/16/21 *Chair	(date)
Dean / VP Approval:	Kristen Eichhorn__Kristen C. Eichhorn__	12/3/2021 (date)

Each of the above must complete and submit the *EXTERNAL REVIEW AND EVALUATION FOR MICRO CREDENTIALLING* form to Ext. Learning

*Chair is signing on behalf of the department

Scott R Furlong 3/23/22

SECTION II (to be completed the Dean of Extended Learning)

APPROVED: Micro Credential ☒yes ☐no

____________________ [illegible]
Jill Pippin, Dean (date)
Division of Extended Learning

COMMENTS: please make the next page [illegible] [illegible] approval, the [illegible] required for graduate credential

Approved by Faculty Assembly or Graduate Council: __12/2/2021____________*
(date)

Approved by Academic Planning Committee: ____________________*
(date)

Approved by College Curriculum Committee: ____________________*
(date)

Art Department
State University of New York at Oswego

I. COURSE NUMBER AND CREDIT: Art 517 – 3-6 S.H.

II. COURSE TITLE: Graduate Web Design

III. COURSE DESCRIPTION: Study and studio experience at the graduate level in planning, producing and publishing web driven media. Emphasis is placed on the creative use of the web to create engaging user experiences. Presentation of original work is required. Repeatable up to 6 S.H.

IV. PREREQUISITES: Graduate Status or permission of the instructor

V. JUSTIFICATION FOR COURSE:
   a. Furthers understanding of interactive digital media including advanced techniques to create professional quality web driven media.
   b. Offers continuing opportunity for in-depth investigation of interactive and information design and the role of the information architect.
   c. Furthers understanding of the business and legal practices in digital media.
   d. This course is dual-enrolled with Art 317 Web Media I and Art 417 Web Media II.
   e. This course is repeatable up to 6 S.H.
   f. Offered IR: Fl, and SP

VI. COURSE OBJECTIVES: Upon completion of this course the student will be able to:
   a. Use knowledge of authoring techniques to produce studies leading to original prototypes.
   b. Create, design and produce projects from style tiles to final prototype.
   c. Identify platforms, technologies and languages appropriate to the project concept and clearly articulate the advantages, disadvantages and costs of each potential choice.
   d. Effectively use media and interaction to engage users.
   e. Evaluate web media using vocabulary and criteria appropriate for the medium.
   f. Design a user experience that takes advantage of the context, device or platform of the user's point of access.
   g. Contextualize web media in contemporary practice when proposing, presenting, and critiquing web driven media.
   h. Identify the legalities involved in producing a specified web driven design.

In addition to the combined Art 317 Web Media I and Art 417 Web Media II learning goals outlined above, graduate students are also required to:
   i. Present research, development and publication concepts to a non-expert audience.
   j. Present original work in a professional format to design teams and/or clients.
   k. Design projects that meet accessibility standards.

VII. COURSE OUTLINE

a. Tools and Technology

i. HTML, CSS, Javascript
ii. Media and image formats for the web
iii. W3C Web standards
iv. FTP (File Transfer Protocol)
v. Servers, Hosts and Domain Names
vi. Libraries, Plug-ins, Frameworks, Platforms and Widgets
vii. Developer Tools and Software

b. Interactive and Interaction Design

i. Current trends and practice in web/app development and design
ii. Working in and with a design team
iii. Web design strategies: responsive/adaptive design, content first, mobile first, etc.
iv. Web Development Process: Style Tiles/Mood Boards, Mockups, Wireframes, Prototypes
v. The web as a storytelling medium
vi. User experience design
vii. Accessibility
viii. Content management systems
ix. Beyond web design: email design, app design, widget design, net art, and interface design.
x. The business and practice of professional design
xi. Digital media and copyright law.

VIII. METHODS OF INSTRUCTION: Will include lectures, demonstrations, tutorials and independent study, class discussions, assigned readings, and critiques.

IX. COURSE REQUIREMENTS: Verbal critical analysis arguments, class participation and creation and presentation of original media projects.

X. MEANS OF EVALUATION: Based on projects, verbal arguments and a final oral defense and presentation of an original media project.

XI. RESOURCES: No additional resources are required to offer this course at this time.

XIII. ______________________________ ____________

Curriculum Committee Chairperson Date

______________________________ ____________

Department Chairperson Date

revised 2.1.13 R. Mustare

Department of Art and Design
State University of New York at Oswego

I. COURSE NUMBER AND CREDIT: Art 518– 3-9 S.H.

II. COURSE TITLE: Graduate 3D Modeling and Animation

III. COURSE DESCRIPTION: (New Course) Study and studio experience at the graduate level in planning and producing computer-assisted three-dimensional projects. Emphasis is placed on the creative use of electronic presentation systems. All students must additionally enroll in Art 519 (Graduate Critique).

IV. PREREQUISITES: Completion of undergraduate degree in computer art/graphic design or permission of the instructor.

V. JUSTIFICATION FOR COURSE:

A. Graduate level study of three-dimensional computer modeling and animation processes and the techniques.

B. Offers graduate level exploration of three-dimensional computer modeling its use in sequential and non-linear art processes, 3d printing and XR applications.

C. Offers graduate level opportunity for research and development of professional quality three-dimensional media projects.

D. Graduate level study of emerging media such as XR (extended reality).

E. Offered Fl or Sp semester. Enrollment: 20

VI. COURSE OBJECTIVES: Upon completion of this course the student will be able to:

A. Use knowledge of three-dimensional modeling and animation techniques to produce studies leading to original imagery productions.
B. Demonstrate advanced three-dimensional modeling and animation processes from conception to final product.
C. Ideate, design and produce projects, from thumbnail sketches to storyboards through final animation sequences, rendered stills or 3d prints.
D. Analyze three-dimensional modeling, printing and animation projects, listing and describing technical requirements.
E. Select the necessary tools to create professional quality audio, video and three-dimensional imagery in support of animation design solutions.
F. Present research outlining an area of interest, industry standards and its application to the student's thesis or portfolio.
G. Offer critical analysis of student's own work as well as that of other students in the course.

VII. COURSE OUTLINE

A. Tools and Technology
   1. Development process
   2. Hardware and software requirements for 3d modeling
   3. History and development of three-dimensional modeling and animation technologies

B. Three-dimensional Modeling and Animation
   1. History and development of three-dimensional modeling and animation technologies
   2. 3d coordinate systems
   3. Viewports and display modes
   4. Working with primitive shapes
   5. Working with objects and modeling
   6. Working with deformers and extrusion
   7. 3d lighting
   8. Materials and textures
   9. Cameras and camera movement
   10. Physics and simulation
   11. Splines and nurbs
   12. Cloners and effectors
   13. Advanced modeling techniques
   14. Keyframes and autokeying
   15. Rendering to video and stills
   16. Exporting objects for 3d printing
   17. XR and VR applications
   18. Optimizing for 3D printing.

D. Critical Theory
   1. Constructing verbal and written arguments and critical analysis of visual communication products
   2. Current trends and recent developments in interactive 3d and XR technologies

VIII. METHODS OF INSTRUCTION: Will include lecture and media presentations, class discussions, demonstrations, instructor presentations, assigned readings, tutorial instructions and critiques.

IX. COURSE REQUIREMENTS: Written critical analysis essays, class participation and creation and presentation of original media projects. All MA Digital Media students must also register for Art 519, Graduate Critique.

IX. MEANS OF EVALUATION: Based on projects, essays and a final oral defense and presentation of an original media project.

X. RESOURCES: No additional resources are required to offer this course at this time.

XI. BIBLIOGRAPHY

Beane, Andy. *3D Animation Essentials,* Indianapolis, IN: John Wily & Sons, 2012.

Bernier, Samuel N., et al. Design for 3D Printing. Maker Media/Shroff Publishers & Distributors PVT, 2016.

Blazer, Liz. *Animated Storytelling: Simple Steps for Creating Animation and Motion Graphics.* Peachpit Press, 2016.

Chopine, Ami. *3D Art Essentials*. Burlington, MA: Focal Press, 2011.

Kerlow, Issac. *The Art of 3D Computer Animation and Effects,* New York, New York: John Wiley and Sons, Inc., 2009.

Hod Lipsum, Melba Kurman. *Fabricated: The New World of 3d Printing.* New York, NY: John Wiley and Sons Inc, 2013.

Linowes, Jonathon. *Unity 2020 Virtual Reality Projects,* 3rd edition. Birmingham, UK: Packt Publishing, 2020.

Mamgain, Pradeep. *Maxon Cinema 4d R20: Modeling Essentials.* Padexi Academy, 2nd edition, 2018.

Ratner, Peter. *3-D Human Modeling and Animation,* 3rd edition. Indianapolis, IN: John Wily & Sons, 2009.

Redwood et al. *The 3D Printing Handbook Technologies, design and applications.* 3D Hubs, 2018.

Thilakanathan, Danan. *3D Modeling for Beginners*. Thilakanthan Studios, 2016.

Thomas, Frank, 1912-2004. *The Illusion of Life : Disney Animation.* New York :Hyperion, 1995.(Classic)

Williams, Richard. *The Animators Survival Kit.* London, UK: Faber and Faber, 2009. (Classic)

XIII.

Graduate Course Proposal

I. **Course Number and Credit Hours:** Art 548 3 S.H.

II. **Course Title:** Graduate Creative Code for the Visual Artist

III. **Course Description:**
Study and studio experience at the graduate level in planning and producing visually driven interactive events. Emphasis is placed on the creative use of code to create engaging visual experiences.

IV. **Prerequisites:**
Completion of undergraduate degree in computer art/graphic design or permission of the instructor

V. **Justification for Course:**
A. Offers further opportunity for students to explore their visual abilities while developing a broader understanding of programming practices and future trends in the field.
B. Develops skills in problem solving and critical thinking
C. May be taken as an elective in the MA, MAT and HCI programs
D. Course is irregularly scheduled as dual enrollment with Art 448
E. Offered Sp semester. Enrollment: 8 students per year.

VI. **Course Objectives:** Upon completion of this course the student will be able to:
A. Use knowledge of programming languages such as ActionScript and Java to create engaging audience interactions with visual media.
B. Demonstrate the ability to extrapolate information from one programming language and apply it to another.
C. Demonstrate the ability to solve complex programming problems using critical thinking and problem solving techniques.
D. Analyze, discuss and implement methods of encouraging audience interaction.
E. Conduct research and write essays on current and possible future trends in the art/design/programming field.
F. Understand and discuss the complexities of copyright implications of working with programming languages, both open source and proprietary.
G. Offer critical analysis of student's own work as well as that of other students in the course.
H. Conceptualize, design and produce complex projects, from thumbnail sketches to storyboards through final prototype.
I. Discuss and analyze current trends and practices in the field.
J. Plan, problem-solve and implement a code-based visual project.

VII. **Course Outline:**
A. Programming
1. Action Script
2. Java
3. XML
4. Intro to Databases
5. PHP
6. And new languages, scripts, and approaches as they emerge

B. Physical Computing.
1. Microcomputers
2. Working with sensors
3. Input/output devices
4. Third party software

C. History
   1. Proprietary languages
   2. Open Source Pioneers
   3. Current Practices in Graphic Design
   4. Current Practices in Studio Art
   5. Future Trends

VIII. Method of Instruction:
Will include lecture and media presentations, class discussions, demonstrations, instructor presentations, assigned readings, tutorial instructions and critiques.

IX. Course Requirements:

Written critical analysis essays, class participation, research project and creation and presentation of original projects

X. Means of Evaluation:

Based on projects, essays, class participation, and a final oral defense and presentation of an original media project.

XI. Resources:

The Department has the faculty resources and facilities to offer this course. No additional resources are required.

XII. Signatures: Include the printed/typed name & signature of the following persons:

1. Cynthia Clabough ______ 10/20/10
Department Chair **Date**

2a. ______________________
Graduate Director and/or **Date** ______________

2b. Cara Thompson ______ 10/20/10
Curriculum Com. CLAS, SCMA, SOB, SOE **Date**

3. ______________________ ______________
Chair, Graduate Council Date

AIGA Upstate New York

upstatenewyork.aiga.org

May 3, 2021

Esteemed Members of the Review Committee,

I am writing to express the value of the proposed micro credential in interaction Design for students enrolled in the SUNY Oswego's graduate programs. The skills provided by taking the courses proposed for the crediential would set students up with skills that would be highly valuable to them in their professional careers. This crediential would better equip them to be competitive candidates in creative job market in New York State and beyond.

Please feel free to contact me if you have any questions.

All the best,

Shauna Keating

Shauna Keating
President, AIGA Upstate New York
president@upstatenewyork.aiga.org

CBS NEWS

April 29, 2021

Cara Thompson
Profesor Interaction and Graphic Design
SUNY Oswego

Dear Cara,

I am very excited to hear about the new Graduate Interaction Degree Microcredential. I believe it will bring tremendous energy and cultivate a stream of talented young professionals. I would like to offer my overwhelming support for the program.

The art of storytelling and visual communication is ever-evolving. The world we live in today is starving for content. I cannot think of a better way to prepare students, than by having a robust diverse, selection of classes to choose from. Webdesign, multimedia, 3D modeling/animation, and creative code are impressive skill sets that can distinguish a student from the field. Any student who takes advantage of this program will have a notable leg up in job searching. The industry is constantly looking for well-rounded designers, who can contribute to various facets of motion design to impact the constant shift of how we consume information. I would not blink an eye reviewing a graduate's application who comes in with these credentials.

Many praises to you and the entire team for introducing and building this program. Your continued effort to enrich the Oswego experience is priceless. Thank you.

Warmly,

Gabriel Almanzar

Gabriel Almanzar
Supervising Art Director, CBS News
SUNY Oswego Class of 2005

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Dr. Julie Pretzat

Dean -School of Communications, Media and the Arts

SUNY Oswego
7060 Route 104
Oswego, New York 13126

Dear Dr. Pretzat

I'm sending this correspondence in support for the new graduate micro credential.

The courses provided look like a lot of fun, and a great opportunity to get communication and design students thinking about their craft differently. Not to mention, having these skills will go a long ways after graduation, providing areas of expertise that will help them stand out in the interview process.

As someone who has been focused on advertising and digital marketing for the last decade, I am always looking for resources with areas of focus that will expand our capabilities as a team.

I'd like to pass along a "great job" to everyone involved in the process of putting this together. This approach to design and communication education makes me so proud to be an Oswego alumni.

Thank you for your time.

Take care,

Jonathan Schoeck
Creative Director
SUNY Oswego Class of 2006