Program Information

This FAQ document provides a range of information on the Human-Computer Interaction Masters Programs at the State University of New York (Oswego). It answers many questions that are frequently asked by both prospective students interested in our programs and also by students already enrolled on our programs.

Human-Computer Interaction (HCI):

The discipline concerned with the design, evaluation and implementation of interactive computing systems for human use and the study of the major phenomena surrounding them. As a field of research, human-computer interaction is situated at the intersection of computer science, psychology, graphic design, media studies, and several other fields of study.

Humans interact with computers in many ways; and the interface between humans and the computers they use is crucial to facilitating this interaction. For many users the interface is all they see of any product. Desktop applications, internet browsers, smartphones, and car dashboards all make use of Graphical User Interfaces (GUIs). Voice User Interfaces (VUI) are now frequently used for speech recognition and issuing commands, and emerging multi-modal and Virtual Reality (VR) interfaces allow humans to engage with devices in a way that cannot be achieved with other interface paradigms.

Human-computer interaction students examine the ways in which humans use, or struggle to use, computer software, web interfaces, and gadgets. In doing so, much of the research in the field seeks to improve human-computer interaction by improving the usability of digital interfaces. Students of human-computer interaction are interested in developing new design methodologies, experimenting with new devices, prototyping new software and hardware systems, exploring new interaction paradigms, and developing models and theories of interaction.

Programs Offered:

- **MA (HCI)**
  This is the flagship Human-Computer Interaction program offered at SUNY Oswego. This degree teaches core HCI principles while also having the flexibility to be configured to each individual student's interests and requirements.
- **MA (HCI) – PSM Track**
  The Professional Science Masters (PSM) track of the HCI degree allows students to pursue advanced training and excel in their chosen field, while simultaneously developing highly-valued business skills.
- **Graduate Certificates:**
  - **Integrated Health Systems**
  - **Heath Information Technology**
  - **Integrated Media**
  - **Digital Humanities** (*under development*)
  - **Game Design** (*under development*)
  - **Virtual Reality** (*under development*)

  These graduate certificates are often undertaken by students while completing their HCI masters degree. Using electives to fulfil the requirements of one of these graduate certificates, students can graduate with two qualifications.

All programs are offered as either on-campus or online.
All program offerings are subject to change over time.

History of HCI @ Oswego

The Human-Computer Interaction program was created over 10 years ago by Dr. Gary Klatsky a professor in the Psychology Department at SUNY Oswego. The program started out very small, but it began graduating students and was recognized by external assessors as one of the best programs on the SUNY Oswego campus.

Dr. Klatsky passed away in 2009 and Dr. Damian Schofield was hired to rejuvenate and re-invent the HCI program. The program continually expanded, it now has a much larger student body, expanded lab facilities, and a more international outlook. The flexible nature of the program structure allows students to research and study in a wide range of subject topics from multiple disciplines.

For Further Information Please Contact :
Damian Schofield, Director of HCI, Shineman 429, Dept. of Computer Science, SUNY Oswego.
Email : hci@cs.oswego.edu Phone : +1 (315) 312 4178 Web : www.cs.oswego.edu/hci

Masters in HCI – Program Description:

The masters programs offered here at SUNY Oswego integrate service and design thinking into a rigorous, cross-disciplinary human-computer interaction curriculum that prepares our students to design and guide the future of human and technology interactions.

In the HCI masters programs, students learn to design, evaluate, and implement new information technologies that are understandable, usable, accessible, and appealing to a wide variety of people.

Our program provides students with the practical skills and theoretical understanding they need to develop successful careers related to human-computer interaction, user experience design, and user-centered research.

We offer both a project based HCI masters program and a more business oriented Professional Science Masters (PSM) track aimed at providing a more managerial (MBA) focussed experience.

Program Structure – MA (HCI)

Core Courses:

- HCI 500 – Introduction to HCI
- HCI 510 – HCI methods
- HCI 520 – Graphical User Interfaces
  (or HCI 525 Hypermedia/Multimedia Authoring)
- HCI 521 - Software Design
- HCI 530 – Graduate Seminar

Students must also complete two masters level research projects (HCI 550 and HCI 551) and take four HCI related electives of their choosing.

The on-campus and online program structures are identical

Program Structure – MA (HCI) PSM

Core Courses:

- HCI 500 – Introduction to HCI
- HCI 510 – HCI methods
- HCI 520 – Graphical User Interfaces
  (or HCI 525 Hypermedia/Multimedia Authoring)
- HCI 521 - Software Design
- MBA 517 – Organization and Management

Students must also select two elective courses from the MBA program and three elective courses of their choosing. The PSM track also includes a mandatory internship.

The on-campus and online program structures are identical

Seminars and Electives:

The graduate seminars are advanced topics courses where many of the more interesting areas are studied, including: *Data Visualization, Software Entrepreneurship, Big Data, Virtual Reality, Accessibility, Game Design, Robotics, Wearable Technology, Cross-Cultural HCI, Data Acquisition, Transhumanism, and many other subjects.*

Graduate electives are available from many departments across the campus in many diverse areas, including: *Human Factors, Linguistics, Web Design, Technoculture, A.I., Communication, Cognitive Science, Art, Psychology, Health Information Technology, Animation, Digital Narratives, Databases, Bioinformatics, Programming, eHealth, Semiotics, Multimedia, Communication, Social Networking, Game Design, Educational Technology and many more.*

Pre-Requisites:

We accept students onto the HCI program from a variety of diverse academic backgrounds – including science, humanities, art, education, business, etc. We believe that the inter-disciplinary environment this creates is one of the main strengths of our HCI graduate program.

However, some undergraduate pre-requisites (such as Introduction to Programming or Psychology Research Methods) may need to be completed before taking certain graduate level classes.

Every student is assigned an academic advisor; ensure you talk to them about which classes to take in upcoming semesters - do not rely on any other information. Courses are always subject to change.

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Masters in HCI – People:

There are a number of permanent graduate faculty in the Department of Computer Science who predominatly run the HCI masters program. However, many other seminars, electives and courses that our students can take are offered in multiple departments by a number of diverse faculty.

http://www.cs.oswego.edu/~schofield/

Damian Schofield is currently the Director of Human Computer Interaction (Full Professor) at SUNY Oswego. Originally from England, Damian spent many years living in Australia, where he was an Associate Professor of Video Games at RMIT University in Melbourne.

Damian has been involved in research examining the use of digital evidence in courtrooms, particularly virtual reconstructions (using computer games/graphics technology), for nearly 20 years. He is specifically interested in the representation and understanding of visual evidentiary information in the courtroom environment. Damian is regularly used as an expert witness in courts all over the world and acted as a consultant for the FBI.

Recently, he has tended to work on whatever research projects his HCI students think up - he is currently very interested in robot theater productions, media multi-tasking, augmented reality surgery, virtual museums, and the possibilities of geospatial media.

Vanessa Maike currently works as an Assistant Professor of Human-Computer Interaction at SUNY Oswego, since January of 2020. Born and raised in Brazil, she has a Bachelors (2009), a Masters (2013) and a PhD (2018) degree in Computer Science from the University of Campinas (UNICAMP), Brazil.

Her research area is Human-Computer Interaction, and within this area she develops works in Accessibility, Natural User Interfaces (NUIs), Computers in Education, and Game Design. Vanessa also manages the Virtual Reality laboratory in the Computer Science Department.

Vanessa currently teaches courses in Game Design, Accessibility, Human Factors, Virtual Reality, HCI Methods, and Software Design.

Qing Zhang is an Assistant Professor of Human-Computer Interaction at SUNY Oswego. Qing has a Bachelors (2011) in Electronic Information Engineering from Beijing Union University, a Masters (2013) in Instructional Design and Technology from Emporia State University, a Masters (2015) in Learning Design and Technology from Pennsylvania State University, and a PhD (2019) in Instructional Design and Technology and a Graduate Certificate in HCI (2019) from Virginia Tech.

Qing is an interdisciplinary researcher specializing in Educational Technology, Distance Education and Technology Design and Evaluation. She spent a few years working in the Information Technology division in multiple universities where she developed a love for technology.

Qing currently teaches courses in Computing Tools for Teachers, Introduction to HCI, HCI Methods, and HCI in Education. She is also responsible for providing program advisement to most of the online HCI students.

Many courses on the HCI program are taught by other faculty (some from computer science, some from other academic disciplines). These professors also regularly work with HCI graduate students on a range of independent study projects.

Recent examples include projects in Cognitive Science, Network Security, Media Foraging (Psychology), Social Media (Communications), Air Traffic Control Systems, Digital Humanities etc.

Masters in HCI – International Activity:

Globalization is here to stay, and students who want to work in our interconnected world need to have an international outlook. Research has shown that few other educational experiences have proven to net such a positive and sustainable impact as international travel and cross-cultural interactions.

The HCI program at SUNY Oswego has a truly international outlook. The HCI program has been successful in regularly attracting a significant number of international students from all around the world. Many of the professors are from overseas, and have worked in multiple locations around the globe. All of the HCI faculty infuse their classes with international activities including video-calls with students in other countries, collaborative research projects with overseas scholars, interships with overseas organisations, and study abroad opportunies.

HCI director, Professor Damian Schofield, regularly takes students on a study abroad trip to Australia. During this three-week trip, American students study transhumanism and collaborate on media and robot projects with students from RMIT University in Melbourne. The students also travel around Australia and get to see the local wildlife.

The HCI program offers regular internships in Vietnam. Here students undertake a two month long work placement with the Center for Visualization and Simulation (CVS). CVS develop virtual reality based, medical systems to teach anatomy. While in Vietnam, the students work on redesigning the virtual interfaces to a range of CVS software systems.

Collaborative Online International Learning (COIL):

The HCI Program runs a number of COIL courses. This involves the creation of a number of innovative collaborative, international courses in multiple discipline areas. Students from SUNY Oswego typically interact with students overseas through the use of video-conferencing and social media technology. Guided by professors in multiple countries, students collaborate on assignments and projects.

Masters in HCI – Projects:

Students undertake two sequential HCI research projects. During these projects, students learn to design, evaluate, and implement new information technologies that are understandable, usable, accessible, and appealing to a wide variety of people. Our students develop a fundamental understanding of the technology design process, tool-building technologies, evaluation techniques, application areas for users, and the social impact of technology on the individual and community.

Individualised project work which is of interest to the student is always encouraged. Often students will collaborate with industrial and academic partners on their projects. All students are expected to manage their own schedules and workloads throughout the project periods and produce a range of professional deliverables.

Project Topic Examples:

- Cross Cultural Analysis of Fast-Food Websites
- Cyber Thespians: The Use of Robots in Theatre
- The Use of Augmented Reality to View Heritage Sites
- A Review of Corporate UX Guidelines
- An Analysis of Video Game Player Motivations
- Analysis of Smartphone Usage Related to eHealth
- The Use of 3D Modelling for Crime Scene Reconstruction
- Investigating Usability Barriers due to Accessibility
- Measuring Engagement in Virtual Art Galleries
- Comparing VR and non-VR Video Games
- Assessing Human Factors in E-Health Training Systems
- Use of Implanted Chips to Control Smartphone Functions
- Audience Reactions to Robots and Cyborgs in Cinema
- Emotional Impact of Drone Interaction
- Impact of Controller Type on VR Gaming
- Affects of Virtual Storytelling on Empathy
- Improving Driver Safety During Tertiary Tasks
- Using Augmenting Reality as an Educational Technology
- Evaluation of Video Game Controller Interactions
- Using Gamification with Study Abroad Programs
- Locative Media : The Impact of Geolocated Media
- Effect of Game Genres on VR Player Experience
- Music Education Using Computer Game Technology
- Assessing eReaders: User Interface Evaluation Experiences
- Multimedia Chromesthetic Painting Interactions
- The Impact of Secondary Task Time While Driving
- Responsive Redesign and It's Perceived Us efulness
- The Motivations of Video Game Streamers and Viewers
- Handing Digital Collections in Art Galleries
- Evaluating Augmented Reality Systems at a Historical Fort
- The Effect of VR on Exercise
- A Cross Cultural Study of Media Multi-Tasking
- Using Eye-Tracking with Learning Management Systems
- Analysis of Virtual Reality for Rehabilitation of Drug Addiction
- Testing Navigation Skills in Virtual Reality Racing Games
- Evaluating the Empathy Generated by Virtual Avatars
- Fitts' Law Predictions for Tablet Technology
- Robot Emotion – An Assessment of Cyborg Cinema
- Assessing Motion Sickness Affecting Virtual Reality
- The Fountain of the Lions, a Cultural Heritage Virtual Reality Application
- Assessing Video Training Systems used by Medical Assistants
- Virtual Reality Applications for Treatment of Body Dysmorphia Disorders
- Response of Elderly Users to Virtual Reality Experiences
- Virtual Reality Applications for Pain Management
- Evaluation of User Interaction Guidelines for Virtual Reality
- The Use of Augmented Reality During Surgery (Interventional Radiology)
- The Appearance of Artificial Humans in Cinematic Media
- Correlating Visual Acuity with Virtual Reality Motion Sickness
- Using Artificial Intelligence Chatbots in Virtual Reality Worlds
- Investigating Empathy in Virtual Reality Applications
- Studying Efficacy of Meditation in Virtual Reality
- 360 Imaging in Google Cardboard 3D for Real-Estate Marketing
- Learning through Virtual Reality: Medical Training using VR
- User Experience of Virtual Reality Applications and Devices
- Using Rocksmith to Learn to Play a Guitar
- Envisioning Robotic Telepresence for the Terraformation of Mars
- Improving the Design Process for Virtual Reality Interview Skills Training
- Impact of VR Gaming on Electrocencephalogram (EEG) Ratings

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The HCI program places an emphasis on writing, and all students are encouraged to submit their research work for publication. The following list highlights recent peer reviewed publications from HCI students:

Tanner, P., Karas, C. and Schofield, D., Pop Culture: Augmenting a Child's Reality, *Proceedings of Informing Science and IT Education (InSITE)*, 30th June – 4th July, Wollongong, Australia, 2014.

Nunes, A., Cutler, D., Tavares, T., Maritan, T. and Schofield, D., Testing User Interfaces for Accessibility: Breaking Down Barriers, *IHC2014, Proceedings of XIII Brazilian Symposium on Human Factors in Computing Systems*, 27th – 31st October, Foz do Iguaçu, Brazil, 2014.

Tanner, P., Lyra, D., Tavares, T., Schofield, D. and Graci, C., Chromesthetic Painting Interactions: A Synesthetic Approach to a Multimedia Exhibition, *Proceedings of XX Symposium on Multimedia and the Web*, 18th – 21st November, Joao Pesoa, Brazil, 2014.

Anderson, M., Schofield, D. and Dethridge, L., New Ways of Seeing: Evaluating Interactive User Experiences in Virtual Art Galleries, *Analyzing Art, Culture, and Design in the Digital Age*, ed. Mura, G., IGI Global: Hershey, 2015.

Bielli, S., and Harris, C. G., A Mobile Augmented Reality System to Enhance Sporting Events, *Proceedings of the 6th Augmented Human International Conference*, ACM, Singapore, 141-144, 2015

Doyle, M., Taylor, R. S., Kanbur, S., Schofield, D., Djorgovski, S. G., Donalek, C., and Davidoff, S., Evaluation of Data Visualization Software for Large Astronomical Data Sets, *American Astronomical Society Meeting*, Kissimmee, Florida, 4th – 8th January 2015.

Tanner, P., Karas, C. and Schofield, D., Augmenting a Child's Reality: Using Educational Tablet Technology, *Journal of Information Technology Education*, 13, 45-54, 2015.

Kern, B., Schofield, D. and McGloon, J., Corporate UX Guidelines : Policies and Publication, *International Journal of Business and Management Innovation*, 5(6), 35-40, 2016.

Ivancic, D., Schofield, D. and Dethridge, L., A Virtual Perspective: Measuring Engagement in Virtual Art Galleries, *Journal of Arts and Technology*, 9 (3), 272-298, 2016.

Schofield, D., Spillane, A., Hinge, E., Houck, A., and Pal, G., Using Gamification with Study Abroad Programs, *International Journal of Innovation and Research in Educational Sciences*, 3(4), 2016.

Saber, K. and Schofield, D., Demographic Analysis of Smartphone Usage Related to eHealth, *Journal of Software Engineering and Simulation*, 3(4), 1-7, 2016.

Dunagan, J. and Schofield, D., Creating Fitts' Law Predictions for a Touchscreen Tablet, *International Journal of Information and Communication Technology Research*, 6(11), 2016.

Schofield, D. and Young, D., Waiting for a Robot Godot: A Cyborg Theatre Study, *Int. J. of Contemporary Humanities*, 1(1), 2016.

Ovalle, F., Schofield, D. and O'Hara-Leslie, E., Interactive Video Systems as a Training Tool for Medical Assistants, *Int. Journal of Information Technology*, 3(5), 1-9, 2017.

Jankovski, C. and Schofield, D., Eye Tracking Technology to Assess the Usability of Learning Management Systems in Elementary Schools, *European Journal of Education Studies*, 3(10), 425-458, 2017.

Schofield, D. and Canale, M., Cross Cultural Web Design, *Journal of Management and Marketing Research*, 22, 1-19, 2018.

Schofield, D. and LeRoy, N., The Appearance of Artificial Humans in Cinematic Media, *Journal of Arts & Humanities*, 7(5), 12-28, 2018.

Graham, K. and Schofield, D., Using Rocksmith to Learn Guitar, *Journal of Music, Technology and Education*, 11(1), 65-82, 2018.

Bang, E. S. and Yildirim, C., The Effects of VR Storytelling on Empathy, *Int. Conf. on Mixed Reality*, 290 - 298, 2018.

Yildirim, C., Carroll, M., Hufnal, D., Johnson, T. and Pericles, S., Video Game User Experience: To VR, or Not to VR ? 2018 *IEEE Games, Entertainment, Media Conference* (GEM), 1-9, 2018.

Carroll, M. and Schofield, D., Professionalism Online: The Effect of Resumes and Social Media on Perceived Work Ethic, *Int. Journal of Business Marketing and Management (IJBMM)*, 4(6), 36-49, 2019.

LeRoy, N. and Schofield, D., The Importance of Representation in Robot Interaction, *American Journal of Humanities and Social Sciences Research*, 3(6), 203-208, 2019.

O'Grady, T. and Yildirim, C., The Potential of Spatial Computing to Augment Memory, *International Conference on Human-Computer Interaction*, 414 - 422, 2019.

Hufnal, D., Johnson, T., Osborne, E., Yildrim, C., The Impact of Controller Type on Video Game User Experience in Virtual Reality, *2019 IEEE Games, Entertainment, Media Conference (GEM)*, 2019.

Carroll, M., Osborne, E., Yildrim, C., Effects of VR Gaming and Game Genre on Player Experience, 2019 *IEEE Games, Entertainment, Media Conference (GEM)*, 2019.

Swift, D. and Schofield, D., The Impact of Secondary Task Time on Driving, *Int. Journal of Information Technology*, 4(3), 1-18, 2019.

LeRoy, N. and Schofield, D., An Examination of Cyborg Cinema, *J. of Humanities and Social Sciences Research*, 3(9), 137-142, 2019.

Bartlett, C., LeRoy, N., Schofield, D., Ford, J. and Decker, S., Assessing the Feasibility of using Augmented Reality to Visualize Interventional Radiology Imagery, *11th International Conference on Information Visualisation*, Malta, 27th-29th Feb., 169-176, 2020.

Schofield, D. and LeDone, R., The Motivations of a Video Game Streamers and their Viewers, *Screen Thought*, 3(1), 2019.

Cai, Z.T., Medonza, O., Ray, K., Van Le, C., Schofield, D. and Tromp, J., Human Factors for an E-Health Training System, in *Emerging Extended Reality Technologies for Industry*, eds Tromp, J., Le, D. and Van Le, C., Wiley and Sons, New Jersey, 81, 2020.

Panchal, K., Ray, K. and Schofield, D., Cultural Impact on Website Design: A Study in India and USA, *American Journal of Humanities and Social Sciences Research (AJHSSR)*, 4(5), 19-24, 2020.

McClure, C. and Schofield, D., The Effect of Virtual Reality on Exercise, *J. of Human Sport and Exercise*, 15(4), 861-870, 2021.

Fischer, K. and Schofield, D., Responsive Redesign and Perceived Usefulness, *Int. J.* of Computer Applications, 8(1), 1-14, 2021.

Gray, J. and Schofield, D., Media Multitasking: Cross-Cultural Study, *Int. J. of Computer Trends and Technology*, 69(3), 64-73, 2021.

Okere, C. and Schofield, D., Improving Driver Safety when Performing a Tertiary Task, *International Journal of Information Technology*, 7(2), 4-16, 2021.

Schofield, D., Johnson, T., Hufnal, D., Chapagain, P., Colletta, S. and Lear, P., Evaluating the Use of Augmented Reality Technology to Enhance the Visitor Experience at a Historic Site, *Journal of Studies in Social Sciences and Humanities*, 7(2), 129-145, 2021.

Hufnal, D., Johnson, T., Yilderim, C. and Schofield, D., Impact of VR Gaming on EEG Ratings, 3rd Int. Conf. on Electrical and Computer Engineering, 12th – 13th June, Malaysia, 2021.

On the digital (pdf) version of this document, click on the symbol to link to a full version of the publication.

Career Prospects in the HCI Field:



In modern society we interact with multiple devices daily, in many different ways. Our graduates go out into the world and seek to improve the usability of these human-machine interfaces and improve the quality of our daily interactions with technology.

Possibilities include a wide range of jobs in product development, web design, software development, consulting (HCI focused firms and more general), and quality assurance. The most popular job titles include Interaction Designer, Human Factors Engineer, User Experience Researcher, Usability Specialist, and Front End Developer.

Many people assume that all of our graduates go to work for large software companies in Silicon Valley, and while some do, the majority of our graduates work for a wide range of companies all over the USA and internationally. Our graduates work for banks, fashion houses, games companies, research organizations, grocery chains, museums, film companies, online retailers, educational institutions, insurance firms, music studios, product design companies, and some go on to study for a PhD.

Earning Potential of a HCI Graduate Degree

- For a number of years now the masters degree has been seen as the entry level qualification for many professions, this is particularly true for many technical fields, such as HCI (New York Times).
- A masters degree in HCI has been classed as one of the best graduate masters degrees in the country based on multiple criteria.
  - HCI was ranked one of the best 15 for employment (Fortune)
  - HCI was also ranked one of the best 10 by salary (Forbes) and (IFLS)
- The average salary for someone working in Human Computer Interaction is $69,000, for a User Interface Designer it is $81,000 and for a User Experience Designer it is $91,000. These figures are averaged over the whole of America and higher in major cities (Simply Hired).
- However, the average starting salary for someone with a masters degree in HCI in 2019 was $83,000. This figure is an average over the whole of America and is often higher in major cities (College Factual).
- Popular Science magazine predicted that Human-Computer Interaction is one of the top 10 jobs of the future (Popular Science).


Bryan Kern

After graduating with an undergraduate degree in Cognitive Science from Oswego, Bryan joined the HCI Program. After graduation, Bryan worked for UserTesting in Mountainview, California as a UX Researcher. He was responsible for the user testing of many corporate websites. He then accepted a job at Apple and now works as a Senior Product Lead at their headquarters in Cupertino, California.

Trish Terrance

After graduating with an undergraduate degree in History, Trish joined the HCI Program. She worked on educational technology projects during her MA and published her research in well-respected journals. Trish initially worked as a User Experience Designer for the Xerox Corporation in Rochester. She has since moved on and is now a Senior User Experience Researcher for Wells Fargo Bank, in North Carolina.

Theo Johnson

After graduating with an undergraduate degree in Psychology from Oswego, Theo joined the HCI Program. Theo worked on video gaming and augmented reality projects during his time at Oswego and published extensively. After graduation, Theo worked for the Meijer grocery chain in Colorado. Within a year of graduating Theo moved to a new job as a Senior Usability Engineer for Sony Music, working with recording artists on their digital presence.

Student Testimony:

“In my classes, I’ve learned how to go over the data process, create an application, and how to design, test a hypothesis, and do user testing.

It’s a close-knit program where we can all bounce ideas off each other. The HCI program really sets you up for success. You get all the experience you need.”

~ Theo Johnson

Theo Johnson Demonstrating his Augmented Reality System for Visitors to Fort Ontario

"Whatever it is that I want to do, the professors in the program always have found a way to somehow incorporate it. As long as you are willing to put in the work, you can make your vision come true in this program." ~Eunseo (Amber) Bang

"This is an amazing program; I’ve learned a lot and am still learning so much. I also learnt a lot about myself, but most importantly I gained long lasting friendships I’ll forever cherish. The faculty constantly made it easy for the students to find, feel, and be a part of the HCI family." ~ Chukwuemeka Okere

"The HCI program is amazing. Every class gives me an opportunity to work with innovative technology; to learn and work with professors who truly care about not only teaching in fields that they love, but also connecting with their students on a personal level. Quite frankly, it’s exciting!" ~Francisco Ovalle

"I have always been interested in music, art, and programming but was unsure of how to combine my interests together and make a career out of it. The HCI program was my answer - it is the perfect combination of science and art. It not only provided me with an education, but unforgettable experiences and friendships that will last a lifetime." ~Jayme McCreary

"Being in the HCI program has allowed me to explore topics of which I had little knowledge. Seminar courses such as wearable technologies, virtual reality, and transhumanism have given me hands-on experience with technology." ~Jamie Garcia

"Whether your background is in history, computer science, psychology, art - your role will become important in the teams you work with. The sense of camaraderie I've experienced here is truly special. As friends and colleagues, we assume responsibility to help each other reach our goals." ~Julia Chowdhury

"Applying for the HCI program at SUNY Oswego was one of the best decisions I have ever made. The togetherness of the students and staff makes learning enjoyable. Nearing graduation I see the world more clearly and I am confident I can be successful and have a positive impact on people's lives." ~Christian Damico

“All of my life I’ve been these two people.

I am very interested in science fiction and all facets of technology, but I am also a visual artist and a designer.

HCI meant I could pursue all of those things.”

~ Philip Moore

Phillip Moore Working on Research with Drones

Apply for the Masters Program

The application for Graduate Studies requires all candidates to provide personal and contact information, and educational and professional history.

WE ACCEPT APPLICATIONS FROM ALL ACADEMIC BACKGROUNDS

Both on-campus and online programs have an annual application deadline of the end of February. All student applications are considered in March for admittance in the Fall semester.

Admission Requirements:

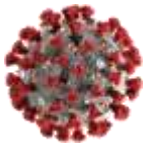
- Resume
- Official transcript
- Purpose statement
- Two letters of recommendation
- Advisement meeting (contact us)
- Application fee

It is recommended that you have a GPA from your undergraduate degree of over 3.0. A GRE is optional, but will always strengthen an application. An IELTS/TOEFL score will be required if English is not your first language. We judge all applications holistically, that is, we look at everything, no decision is based on one single score.

Apply online at :
https://www.oswego.edu/programs/graduate/human-computer-interaction-ma

Graduate Assistantships are available :
https://www.oswego.edu/graduate/graduate-assistantships

Lastly, a quick note about COVID-19 and how it has affected the HCI program. Throughout the pandemic we have been continuing to teach classes on campus. However, far fewer grad students have been attending, preferring to study online. We plan to continue to offer both modes of study into the future, providing a flexible learning environment that matches our student's learning preferences. Obviously, our study abroad programs are on hold, but we hope that things will improve, and we can offer them again in the near future.



Make More of Your Life
Become More Than a User.

Contact us to find out more.

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