



Instructor Guide

Motion Graphics and Effects in Final Cut Studio

Contents

About this instructor guide 3

Preparing the classroom 4

Essential teaching information 8

Final Cut Studio 101 Agenda 10

About the Final Cut Studio Level One certification exam 26

Final Class wrap up 30

Post-class cleanup 31

About this instructor guide

This instructor guide is a companion to the FCS 101: Motion Graphics and Effects in Final Cut Studio course, and should be used by all Apple Certified Trainers (ACTs). It includes helpful pointers for teaching each lesson and lists all the files and materials needed to teach the class, including how much storage space the media files require.

We strongly recommend that you read this document before teaching any classes. You should also review *Apple Pro Training Series: "Motion Graphics and Effects in Final Cut Studio"* by Mark Spencer and Jem Schofield (ISBN: 0321509404). You can order the courseware with a 35% discount at <http://www.peachpit.com/appletrainers>. This link works internationally and you won't need a discount code. Please don't redistribute this link, because it's only for ACTs and trainer candidates.

You should also review the tutorials at www.apple.com/finalcutstudio/tutorials/ as well as the New Features Guide. You should also review the Apple ProRes 422 white paper, which you can download from www.apple.com/finalcutstudio/finalcutpro/support.html.

Preparing the classroom

This section provides details about minimum classroom requirements for hosting the Apple Global Training *Motion Graphics and Effects* course. The Apple Authorized Training Center (AATC) is responsible for the following: (1) providing all hardware and software described in this section; (2) providing room, network, and projection system setup; and (3) installing the software and course materials before the first day of class. If the minimum requirements outlined are not met, it may be impossible to meet certain course objectives.

Ideally the AATC will allow one to two days before the start of class for setting up, configuring, connecting, and testing the classroom equipment. Additionally, the instructor may need to access the classroom 24 hours before the start of class, and may need after-hours or weekend access throughout the training event.

To ensure maximum system compatibility at your onsite location, we encourage you to discuss the specific hardware and software that you will use for the training course with your AATC.

Classroom requirements

- A workspace for the instructor and for each student in the class. The instructor's workspace should be located at the front of the classroom and include Internet access. Each student workspace should accommodate a single computer with workstation-style seating.
- Power outlets for all computers, monitors, and peripheral devices with approximately 5 amps of power for each device used in the class
- A projection screen, as specified in the "Projection System" section below, at the front of the classroom and at a reasonable distance from the students
- A wall-mounted or freestanding whiteboard (with dry-erase markers and erasers) at the front of the classroom
- Adjustable lighting and temperature controls

Projection System

The projection equipment must be on a sturdy table or stand, or ceiling-mounted. Access to a spare bulb or backup projector is recommended. Minimum requirements for the projection system are as follows:

- Resolution of at least 1024 x 768 pixels at 75 Hz
- Projection rating of at least 2000 lumens
- Projection screen at least 6 feet x 6 feet
- Mirrored instructor's system

Minimum student system requirements

Each student must be provided a dedicated student workspace in the class. Software installations need to be identical for all student workspaces: instructors will re-image each student hard drive before the start of each new course.

Each student should have one of the following

Mac OS X v10.4.9–compliant computers:

- A Macintosh computer with a 1.25GHz or faster PowerPC G4, PowerPC G5, Intel Core Duo, or Intel Xeon processor
- 1GB of RAM (4GB recommended)
- An AGP or PCI Express Quartz Extreme graphics card (Final Cut Studio is not compatible with integrated Intel graphics processors)
- Mac OS X v10.4.9 or later
- QuickTime 7.1.6 or later
- A DVD drive for installation

The computer should include the following:

- **Recommended graphics cards:** ATI Radeon X1900 XT, X850 XT, X800 XT, or X1600; NVIDIA GeForce 7800 GT, 6800 Ultra DDL, 6800 GT DDL, or Quadro FX 4500
- **Other supported graphics cards:** ATI Radeon 9800, 9700 Pro, 9600 XT, or 9600 Pro; ATI Mobility Radeon 9700 or 9600; NVIDIA GeForce 7600 GT, 7300 GT, 6600, 6600 LE, FX Go5200, or FX 5200 Ultra
- Built-in display or a display connected to an Apple-supplied video card; must have a display with minimum resolution of 1024-by-768 pixels or higher, and 16-bit resolution or higher
- Built-in FireWire port
- At least 60GB of disk space to install all Final Cut Studio applications and content
- At least 5GB of disk space to install APTS book project files and media
- 100-Mbps Ethernet
- Required Peachpit course materials from the book *Apple Pro Training Series: Motion Graphics and Effects in Final Cut Studio*, by Mark Spencer and Jem Schofield.

Each student needs Internet access to take the associated certification exam. Ideally, all student systems should include Internet access. However, any Macintosh or Windows system can be used to administer the exam. This class prepares students to take the Level One End User exam.

Minimum instructor requirements

The instructor system includes a computer from which to display slides and demonstrate Final Cut Studio. Because systems may be re-imaged before the start of class, provide only systems with hard drives that can be erased. The instructor system must meet all the same requirements as the student systems, with the following additions:

- Video output for connection to projector
- Speakers
- Internet access to administer the associated certification exam

Files required for the class

All the project files and media required for the class are contained on the DVD that comes with the Apple Pro Training Series book, *Motion Graphics and Effects in Final Cut Studio*, by Mark Spencer and Jem Schofield. Simply drag the APTS_FCS_FX folder to the dedicated media drive on each system.

Things to do before class

- Work through the lessons in the required book, *Motion Graphics and Effects in Final Cut Studio*, by Mark Spencer and Jem Schofield. Get comfortable with the exercises and the time it will take to teach each exercise.
- Make sure you know the process for administering the certification exam

Preparing the student desktops before class

Prepare the desktop of each class system before class:

- Power on each system and make an alias for each Final Cut Studio application (Final Cut Pro, LiveType, Motion, DVD Studio Pro, and Compressor) and place it in the Dock of each system.
- Be sure you've locked (or assigned permissions as Read-Only) all the important media files before the class. Then you can simply throw away any files that aren't locked.
- Copy all of your instructor sequences before class so you retain the originals as backup.
- Keep backup copies of the projects and bins hidden on a hard drive or on a removable disk for easy access when the class is over.

Essential teaching information

It's best to follow the structure of the book when teaching the class, but teach with your own voice and style. If you're well prepared, you won't need to use a "cookbook" approach in order to get the exact results in the book, but if you follow the structure of the book, students will be better able to refer to the material after class to refresh and hone their skills.

Reinforcing course lessons

To help students master the course material, you need to provide sufficient reinforcement. Showing something once or twice might not be enough for all students. Reinforcing the material makes them more prepared to do the exercises. To reinforce students' learning:

- Summarize the topics you've covered after you complete each lesson.
- Ask questions to help students gauge their level of comprehension and, where applicable, ask them to apply their knowledge to a practical situation.
- Go over the review questions at the end of each lesson because they pertain to information specifically covered in the module. These questions are strictly for self-assessment; explain that you won't grade them. However, these review questions set expectations for what will be covered in the Level One End User certification exam. Give students a few minutes to complete the review questions on their own and then go over them as a group. Make sure all students participate and understand the material. This is one way you can discover if any student is falling behind.
- Many instructors also find it useful to review the questions after lunch or at the beginning of the next day, in addition to reviewing them just after the presentation. Going over the review questions immediately following a module gives students a valuable opportunity to reinforce information they just heard. Going over review questions at a later time is a valuable test of how much the student retains the information; at this point students will often have a much better understanding of what they've learned.
- If you don't have time to go over the review questions in class, suggest that students go over them by themselves during break or at the end of the day. If there are any answers they don't know, they should review the appropriate material in the book before the next day.

Using the exercises

Simply put the main challenge is... TIME! Everyone's classes are organized a little differently, depending on the number of students and their skills level. In addition, instructors have unique teaching styles. You must make it a priority to create a system that allows you the time to cover the entire book so that you adequately prepare students to take the Level One certification exam.

It is very important to use proper terminology when discussing Final Cut Studio applications with your class. Using incorrect terms can lead to confusion, and potentially cause students to not understand certification test questions.

The book often indicates available keyboard shortcuts. However it's important to emphasize that most shortcuts can be re-programmed, therefore students should always know where to access a feature if the expected keyboard command isn't available.

Final Cut Studio 101 Agenda

The T's represent the categories of page comments. They quickly convey the type of information they're intended to give.

- TS** **Teaching Strategy** *These give you helpful hints on how to approach teaching a particular concept, and how to maximize your use of time.*
- TT** **Teacher Tip** *These are not tips intended for the teacher but instead represent information that you the teacher can give to the students. This information isn't discussed in the book, but may be of interest to your class.*
- TC** **Technical Concerns** *They give you an awareness of potential technical issues that could pose a problem when teaching your class. This includes compatibility issues, software version changes, or incorrect information in the book.*

Day 1: Introduction

Before the class begins, survey the students to gauge their skills levels in the following areas:

- Their knowledge of the Macintosh platform
- Their knowledge of editing and motion graphics
- Other media experience (for example, producing, creating DVDs, developing multimedia programs)
- Their familiarity with complementary software, such as Photoshop
- Ask students how they are using or plan to use Final Cut Studio. This information will help you plan what to emphasize and de-emphasize in the course, and help you to anticipate students who may experience problems completing the exercises.
- Ask students whether they already own or work with any Final Cut Studio applications.

After surveying the students, complete the following:

- Take attendance and hand out the class materials. Each student should receive a copy of the Apple Pro Training Series book.
- Explain that students should follow you on their computers one step at a time. This is useful when they're first introduced to a new section of the software, and also very helpful in lessons where they could create changes that are difficult to reverse. It's imperative to emphasize that students should not do anything on their computers until asked, otherwise you may have to waste time fixing their mistakes.
- Explain to the students that after completing the course that they should be prepared to take the Level One Certification exam. Ask how many students plan to take the certification exam and explain the benefit of certification. A Benefits of Certification document is available on ASW.
- Provide a brief overview of Final Cut Studio's top features. See the next section for details.

Provide a Final Cut Studio 2 Overview

Since many students could be new to the latest version of Final Cut Studio, begin with an overview of the top new features and advantages. The information that you gathered when you surveyed the students should help to guide you as to how much information will be appropriate. A variety of updated documents are posted on the Apple Sales Webs (ASW) homepage at: <https://asw.apple.com/cgi-bin/WebObjects/ASWViewer.woa/14/wa/display?id=L322915A>.

These include the Final Cut Studio Keynote presentation, a Benefits of Certification PDF, a Master Certification PDF, a ProRes 422 white paper, Course Datasheets and Classroom Requirements Docs (CRDs) and a high-resolution version of the NAB demo reel that you may want to play before beginning the class. Please keep in mind that the Keynote presentation is a very marketing-oriented, not training-oriented presentation, but it does provide a good overview of the product.

Begin the Lessons

Lesson 1

Compositing and Animating Text in Final Cut Pro

(estimated completion time: 75 minutes)

TS Teaching Strategy *The first four lessons constitute the first section of the book, "Creative Titling." In these four lessons, the students will work in Final Cut Pro, LiveType, and Motion to create titling and motion graphics for a wildlife television show called "The Living Year." These first four lessons will take anywhere from two-thirds to the entire first day to complete, depending on the skill sets in the class.*

A lot of ground gets covered in these first four lessons: students will work in Final Cut Pro, LiveType, and Motion. They will use many different tools in all three applications. In a way, the lessons actually get easier after this first four-lesson project because later lessons focus primarily on working in one application, Motion.

In Lesson 1, you work entirely in Final Cut Pro, where you create three separate titles: an opening episode title for the January episode of The Living Year; a simple animated lower third title; and a credit roll at the end of the program.

Upon completion of this lesson, students should be comfortable performing the following tasks:

- Use the Boris Title 3D text generator
- Build a composite with generators and composite modes
- Create animation with keyframes
- Save and reapply customized text and animation
- Create animation with a generator
- Use a generator to build a credit roll

Exercises:

- Review the project
- Use the Boris 3D text generator
- Add a graphic
- Use a travel matte
- Animate text with keyframes
- Save an animation
- Animate text with a generator
- Build a credit roll

Lesson 2

Creating an Animated Lower Third

(estimated completion time: 90 minutes)

TS **Teaching Strategy** *This lesson is focused on using the LiveType application to create a lower-third text animation over an animated background. The completed project is then imported into Final Cut Pro and applied to the Living Year sequence.*

Upon completion of this lesson, students should be comfortable performing the following tasks:

- Create and apply a background movie
- Create and stylize text
- Use preset and customized text effects
- Integrate a LiveType project file into Final Cut Pro and make changes by “roundtripping”

Exercises:

- Prepare the project
- Use the LiveType interface
- Set project properties
- Place a background movie
- Add and stylize text
- Project practice
- Use preset text animations
- Modify the animation
- Project practice
- Add an animated background
- Integrate a LiveType project into Final Cut Pro
- More on LiveType

Lesson 3

Final Cut to Motion and Back: Building an Animated Title Sequence

(estimated completion time: 90 minutes)

TS Teaching Strategy *This lesson is the first that covers Motion. In it, students create two title sequences for the same Living Year sequence they've been working on in lessons 1 and 2: a series title for The Living Year series, and a new episode title for this episode, January. They will start in Final Cut Pro, where they will send clips to Motion, do all the work in Motion, then go back to Final Cut Pro to view and adjust the results.*

TC Technical Concerns *When starting to work with Motion, you may want to spend a little time explaining how Motion utilizes the graphics card to enable its real-time performance—and that the better the graphics card in your machine, the better Motion will perform. You can direct students to Apple's website for recommended graphics cards for working with Motion on their own machines.*

Upon completion of this lesson, students should be comfortable performing the following tasks:

- Send clips from Final Cut Pro to Motion
- Transform layers in the Canvas
- Apply blend modes
- Manipulate layers in the Layers tab and Timeline
- Animate text with behaviors
- Change Motion projects embedded in Final Cut Pro

Exercises:

- Send a clip from Final Cut Pro to Motion
- Animate text with behaviors
- Create an animated background
- Make changes in Final Cut Pro via "Roundtripping"
- Send multiple clips to Motion
- Apply transformations and blend modes
- More work with text behaviors
- Work in the Timeline
- Return to Final Cut Pro

Lesson 4

Creating Motion Templates for Final Cut Pro

(estimated completion time: 30 minutes)

TS Teaching Strategy *This lesson is quick and easy compared to the first three and should provide a good sense of accomplishment for the students.*

TC Technical Concerns *It is possible that some motion projects or motion project elements will not preview correctly in the Library. The fix is to upgrade to the latest version of Motion 3.*

Upon completion of this lesson, students should be comfortable performing the following tasks:

- Edit a Motion project embedded in Final Cut Pro
- Work with drop zones in Motion
- Create a Motion template
- Apply a Motion template in Final Cut Pro
- Replace template elements

Exercises:

- Set up a template for drop zones
- Apply drop zones
- Save a template
- Apply a Motion template in Final Cut Pro
- Project practice

End of day wrap-up

Day 2

Lesson 5

Creating a Motion Menu Background

(estimated completion time: 90 minutes)

TS Teaching Strategy *These next four lessons (lessons 5 through 8) are based around a single project where students will design a DVD Motion menu for a fictional DVD about Tibetan tourism. By the end of the lesson, they will have brought their menu and overlay file into DVD Studio Pro to author their menu. These lessons should be completed during the first half of the second day. If you find you can complete the first four lessons before the end of the first day, you can move Lesson 5 to the end of the first day.*

TS Teaching Strategy *This first lesson starts with students creating a custom project preset for a standard definition anamorphic, 16:9 DVD menu. They will then become very familiar with Motion's Groups & Layers workflow while building their animated background. The key is to really get them to become comfortable with the workflow in Motion in this chapter.*

TC Technical Concerns *Some students may have used a prior version of Motion. In Motion 3, Layers are now called Groups, and video and still assets are now called Layers. This is the same naming convention used in Photoshop CS2 and later. Also, the Dashboard is now called the HUD (Heads Up Display). This may be an issue with certain students. Students with prior Motion experience will move quite quickly through this lesson.*

TC Technical Concerns *If the classroom is still using version 3.0 of Motion, it's possible that the text in this exercise may exhibit some anomalies wherein parts of words have different colors. The best solution is to upgrade to the most-recent version of Motion using Software Update; otherwise, the problem can be addressed by changing the blend mode for the affected text layer from "pass-through" to "normal."*

Upon completion of this lesson, students should be comfortable performing the following tasks:

- Create and save a custom project preset
- Build an animated background
- Work with layers and groups
- Apply and modify behaviors
- Create and animate a shape

Exercises:

- Create and save a custom project preset in Motion
- Build an animated background
- Create and animate a shape

Lesson 6

Creating Custom Text Animations

(estimated completion time: 75 minutes)

TS **Teaching Strategy** *This lesson is almost entirely focused on working with type and the Sequence Text behavior. If you really spend time getting students to understand how to build their own text behaviors, they will not only be able to create their own, but they will be able to “tweak” existing text behaviors. With a good understanding of this lesson, students will later understand Replicators very quickly.*

Upon completion of this lesson, students should be comfortable performing the following tasks:

- Create custom text behaviors
- Work with animation recording
- Create custom colors
- Duplicate behaviors
- Use object alignment

Exercises:

- Create a custom text behavior
- Separate the title sequence
- Complete the title sequence
- Add DVD menu items

Lesson 7

Working with Particle Systems

(estimated completion time: 90 minutes)

TS Teaching Strategy *This lesson can really open up a student's ability to create things in Motion. With a good understanding of the anatomy of a particle system, light bulbs go off. Students really start to realize the creative power that lies inside the application. This is also true of using the Library's content. There is so much content that can be used to build projects—make sure they understand this during this lesson.*

TC Technical Concerns *The gradient editor might not accept values other than 1 – if this is the case, use the value slider. The fix is to upgrade to the latest version of Motion 3.*

Upon completion of this lesson, students should be comfortable performing the following tasks:

- Create and modify a particle system
- Work with image masks
- Use and customize Library content

Exercises:

- Understand particle systems
- Work with cell controls
- Create image masks
- Use Library content

Lesson 8

From Motion to DVD Studio Pro

(estimated completion time: 75 minutes)

TS Teaching Strategy *Students learn how to finish their DVD Motion menu and create a menu overlay directly in Motion. This can be a real eye opener for people who have been doing this in Photoshop until this point. Also it's important for students to understand what a menu loop point is and how to tie it all together in DVDSPP. Make sure they really understand how an overlay works. You can even show some existing DVDs before starting this lesson to illustrate menu loop points and menu overlays.*

Upon completion of this lesson, students should be comfortable performing the following tasks:

- Create a seamless loop
- Create and export DVD menu overlay
- Import and Author a DVD menu
- Round trip between DVD Studio Pro & Motion

Exercises:

- Create a seamless DVD loop point
- Create a DVD menu overlay
- Build a menu in DVD Studio Pro

Lesson 9

Working with Shapes

(estimated completion time: 45 minutes)

TS **Teaching Strategy** *These next four lessons (lessons 9 through 12) are used to build a show teaser for a program called Sports.net, starting from scratch. They should be completed in the afternoon of the second day. If you run out of time, you can push the last chapter of this section, lesson 12, to the morning of the third day and you should still have time to complete the rest of the lessons.*

Upon completion of this lesson, students should be comfortable performing the following tasks:

- Draw shapes with the Bezier tool
- Save a custom shape in the Library
- Work with blend modes
- Create animation with keyframes
- Understand the difference between recording keyframes and manually setting keyframes

Exercises:

- Create custom shapes
- Use blend modes
- Animate shapes
- Add and animate graphics

Lesson 10

Creating Animated Background Elements

(estimated completion time: 45 minutes)

Upon completion of this lesson, students should be comfortable performing the following tasks:

- Create a background pattern with the Replicator
- Animate the Replicator with the Sequence Replicator behavior
- Apply and adjust parameter behaviors

Exercises:

- Create patterns with the Replicator
- Use the Sequence Replicator behavior
- Apply parameter behaviors
- Integrate a background element

Lesson 11

Using Masks

(estimated completion time: 75 minutes)

Upon completion of this lesson, students should be comfortable performing the following tasks:

- Work with video in the Timeline and mini-Timeline
- Understand shapes and masks
- Draw a custom Bezier mask shape
- Animate a layer within a mask
- Combine masks
- Use markers to time animation
- Animate masks with manual and recorded keyframes
- Create a simple 3D animation

Exercises:

- Prepare video for masking
- Use vector mask tools
- Animate within a mask
- Project practice
- Animate a mask
- Add a touch of 3D

Lesson 12

Building a Multilayered Text Effect

(estimated completion time 60 minutes)

Upon completion of this lesson, students should be comfortable performing the following tasks:

- Animate text with a preset text behavior
- Understand layer cloning
- Animate text with keyframes
- Create a custom text animation with the Sequence Text behavior
- Modify multiple layers, effects, and parameters simultaneously.
- Save customized effects, layers, and groups

Exercises:

- Work with preset text behaviors
- Work with layer clones
- Animate layer clones
- Use the Sequence Text behavior
- Save custom animations to the Library

End of day wrap-up

Day 3

Lesson 13

Creating a News Open: Working in a 3D World

(estimated completion time: 60 minutes)

TS Teaching Strategy *These next two lessons (lessons 13 and 14) introduce your students to working with 3D in Motion. They should be completed on the morning of the third day. If you needed to push Lesson 12 to the morning of the third day, you should have enough time to move lesson 14 to after lunch and still be able to complete the last two lessons, 15 and 16, by the end of the third day.*

TS Teaching Strategy *Working in 3D can be confusing. Be sure to spend some time getting familiar with how Motion handles 3D space – in particular, make sure you are comfortable with all the tools for navigating and viewing in 3D, and that you understand the three different axes views: global, local, and view.*

Upon completion of this lesson, students should be comfortable performing the following tasks:

- Create multiplane composites in 3D space
- Use 3D Canvas views and controls
- Understand camera controls
- Animate a camera with behaviors
- Mix 2D and 3D groups

Exercises:

- Setting up for 3D
- Create a set
- Move a camera
- Duplicate a set
- Arrange sets in 3D
- Animate a camera with behaviors
- Refine the animation
- Add a 2D background

Lesson 14

Show Open: Deconstructing a 3D Project

(estimated completion time: 60 minutes)

TS **Teaching Strategy** *This lesson is fundamentally different from all other lessons in the book: rather than building up a project, here students break down a project. This approach was chosen so that students could work with a more complex project than could every be built in the time available in class—they can get comfortable working with a project created by someone else, and learn how to quickly decipher a project to make changes.*

Upon completion of this lesson, students should be comfortable performing the following tasks:

- Deconstruct a completed 3D project
- Work with 3D Canvas views and controls
- Understand framing and viewpoint cameras
- Animate a camera with keyframes

Exercises:

- View the final movie
- Break down the project structure
- Understand set animation and blend modes
- Project practice
- Break down camera moves
- Work with framing and viewpoint cameras
- Walk a framing camera
- Animate a camera with keyframes

Lesson 15

Manipulating Video

(estimated completion time: 40 minutes)

TS **Teaching Strategy** *Lessons 15 and 16 should be completed during the afternoon of the third day. These lessons cover features that weren't covered in the context of the previous projects and are therefore not organized as complete, self-contained projects like the rest of the book. Their structure allows for plenty of student experimentation so you have flexibility in how long they take to complete.*

Upon completion of this lesson, students should be comfortable performing the following tasks:

- Work with Motion filters in Final Cut Pro
- Create smooth variable speed changes
- Stabilize a hand-held shot
- Create a match move

Exercises:

- Work with Motion filters in Final Cut Pro
- Retime a clip with Optical Flow
- Stabilize a clip with SmoothCam
- Create a match move

Lesson 16

More of Motion

(estimated completion time: 40 minutes)

TS **Teaching Strategy** *The second half of Lesson 16 is not included in the book, but is contained in a PDF on the DVD.*

Upon completion of this lesson, students should be comfortable performing the following tasks:

- Apply and adjust a key to composite footage
- Work with Paint
- Use the Audio Parameter Behavior

Exercises:

- Use Library content
- Work with a light
- Composite a blue-screen shot
- Use Paint to create an animated graphic
- Create audio-driven animation

End of day wrap-up

Explain benefits of certification and administer certification exam (see the next sections for details).

About the Final Cut Studio Level One certification exam

Depending on the Apple Authorized Training Center where you're teaching, you may administer the Final Cut Studio Level One exam on the afternoon of the last day or students may opt to take the exam at a later date after they have a chance to review what they have learned.

The Final Cut Studio Level One certification exam includes approximately 80 questions. The exam is timed. Students are allowed two hours to complete it, and students won't see the answers and explanations when they finish the certification exam. Their exam results will be available immediately after completing it. To pass the certification exam, students must get a score of at least 80 percent.

The benefits of Apple certification

The Apple Certified Pro Training and Certification programs are designed to keep students at the forefront of Apple's digital media technology. Certification creates a benchmark for assessing proficiency in a specific Apple Pro application. By taking and passing the Apple Certified Pro exam, students will receive Apple Certified Pro status, which allows them to distinguish themselves to colleagues, employers, and prospective clients as a skilled user of the chosen software application. This certification gives you a competitive edge in today's ever-changing job market. ACTs should actively encourage students to take the certification exam.

What is an Apple Certified Pro?

An Apple Certified Pro is a certified user who has reached the highest skill level in the use and operation of Apple's Pro Applications as attested to by Apple. Students become certified by passing the online certification, which is administered only at Apple Authorized Training Centers (AATCs).

Level One exams do not require attendance at a class. Students who prefer to learn on their own or who already have the necessary skill set in the chosen application, may register to take the Level One exam at an Apple Authorized Training Center for a fee.

Level Two exams can be taken only in conjunction with the Advanced Classes taught at the Apple Authorized Training Centers. Students must first pass the Level One exam before attending a Level Two class or taking the associated exam. The Level Two exams are advanced exams. Currently, Final Cut Studio only offers Level One certification.

What are the benefits of being an Apple Certified Pro?

Apple Certified Pros are recognized as a highly skilled user of the chosen application. This allows students to differentiate themselves to employers, clients and colleagues as an Apple Certified Pro to promote career growth. Certified Pros will receive a certificate from Apple and will have the right to use the Apple Certified Pro logo on their business cards and website. This allows them to leverage the power of the Apple brand.

As a member of the Apple Certification Alliance, students have the option of listing their certifications on the public Apple Certified Professionals directory on Apple's website: <http://www.apple.com/training/certification/certpros/index.php>. Once students pass their exam, they receive an invitation to visit the following link to join the Apple Certification Alliance and include their listing on the directory: <http://train.apple.com/alliance>. If they have any questions, they can consult the FAQs at: <http://train.apple.com/certification/alliance/ask>.

As a member of the Apple Certification Alliance, students will also be given access to Apple Sales Web (ASW), an online resource with information on Apple hardware, pro applications, Mac OS X and Mac OS X Server, and other related Apple technologies.

Membership in the Apple Certification Alliance group on ASW provides special access to customized resources for the Apple certified community, such as:

- The latest news on Apple products
- Useful links to technical information
- Regular customized Apple Sales News communications

Preparing for the exam

The *Apple Pro Training Series: Motion Graphics and Effects in Final Cut Studio* book is designed to prepare students to pass the certification exam. Students should make sure that they can complete all the goals that are listed at the beginning of each chapter. They should also make sure that they can answer all the review questions for each section.

The keys to preparing for a certification exam are experience with the application and reviewing the appropriate training materials. The following resources may also help students to prepare for the certification exam, as well as expand their general knowledge:

- Many online resources allow users to ask questions and learn tips and tricks. To access white papers, and learn about the many other online materials, visit <http://www.apple.com/finalcutstudio/resources/>.
- Review the appropriate sections of the Final Cut Pro and Motion User Manuals. To view the documentation, choose Help > User Manual when they application is launched.
- To provide feedback to Apple about Final Cut Pro, visit [www.apple.com/feedback/Final Cut Pro.html](http://www.apple.com/feedback/Final%20Cut%20Pro.html).
- Watch the tutorials at www.apple.com/finalcutstudio/tutorials/.
- Read the late breaking news at www.apple.com/support/manuals/.
- Many third-party manufacturers create reference, troubleshooting and tutorial DVDs for the novice to power user. A quick Internet search will provide you with dozens of options.

About the Final Cut Studio Master Pro Certification

Final Cut Studio Master Pro certification recognizes an end user's skills with the entire Final Cut Studio product suite. Since workflow is such a significant component of Final Cut Studio, the curriculum is set up so that you need certification in at least four applications to earn Master Certification.

To become certified as a Final Cut Studio (FCS) Master Pro, students must pass all required exams. Some requirements offer an option where you may choose between one of two exams. Some exams require mandatory class attendance.

The certification is similar to the Apple Certified System Administrator (ACSA) where each exam earns credit toward the final requirement. Each passed exam earns an individual certification as well as credit toward Master Trainer certification. Master certification is granted when all required exams are passed. As exams expire when new versions of applications are introduced, candidates need to replace them to keep their FCS Master certification current.

Certification	Status
Final Cut Pro 6 Level One End User	Required
Final Cut Pro 6 Level Two End User OR Color Level One End User	Required
Final Cut Studio Motion Effects Level One End User OR Motion 3 Level One End User	Required
DVD Studio Pro 5 Level One End User	Required
Soundtrack Pro 2 Level One End User	Required

Final Class wrap up

About 20 minutes before the class ends, ask for any questions, and review what you covered in the class.

Students must fill out class evaluations online before they leave. Having students complete the information at <http://protraining.itechit.com/eval/> is critical for Apple to understand perceptions of our courses. Stress to the students that the evaluations can be anonymous.

Hand out certificates of completion. Apple provides a Certificate of Achievement for all students who complete a pro applications course. Every student who completes a class at your AATC should receive a certificate. You should not alter the certificate other than adding the class name and student information. The template is available on ASW at <https://asw.apple.com/cgi-bin/WebObjects/ASWViewer.woa/wa/display?id=L330196A-US>

Post-class cleanup

After the class is completed, you should delete any student files saved to the desktop, and all project files within the Student Saves folders in each lesson folder.