



Frank T. Brogan, Chancellor
State University System of Florida
325 West Gaines Street, Suite 1614
Tallahassee, FL 32399

Dear Chancellor Brogan:

In response to the February 2013 Board of Governors' vote requesting that Florida State University immediately take steps to transition its Animation & Digital Arts major to the main campus in Tallahassee, faculty in the College of Motion Picture Arts have created a plan that will move the faculty, staff and students out of West Palm Beach by August 2014. This plan serves the primary goal of causing as little disruption as possible to the education of the currently enrolled students, while maintaining the integrity and efficacy of the Animation & Digital Arts curriculum.

The plan also ensures that the college's scaffold-skills approach to practice and learning – the cornerstone of the Animation & Digital Arts curriculum and the reason that the College has a globally recognized, award winning program – will be maintained throughout the transition, so that students receive the critically important benefits of peer-to-peer learning. This is accomplished by guaranteeing that students collaborate and learn in the same location, first in West Palm Beach during the 2013-2014 academic year, and then in Tallahassee beginning in Fall 2014.

Finally, the plan addresses the cost of tuition. Effective Fall 2013, all Animation & Digital Arts students, including those temporarily located in West Palm Beach, will pay normal FSU tuition rates. Although this action will have the unintended consequence of increasing the cost of the program to out-of-state students, it will nonetheless reduce the overall cost of the program for the majority of students.

In the process of producing the Animation & Digital Arts transition plan, faculty seriously considered several scenarios, ultimately examining two that are described in the attached charts, which provide visual representations of possible scenarios for the transition of the Animation & Digital Arts major. The first chart (Appendix I) represents the plan approved by the faculty that will move the faculty, staff and students out of West Palm Beach by August 2014 and the second chart (Appendix II) represents the alternate plan, which would have us teaching out the students currently in West Palm until their graduation and would have interrupted the current freshmen's plans to move to West Palm Beach in the fall, requiring them

instead to remain in Tallahassee for the rest of their major coursework. The charts group students into their working cohorts, and represent current and expected enrollments.

Before explaining the rationale for our decision about the transition, it is important to describe the complexities of developing a teach-out plan for the curriculum of the Animation & Digital Arts major.

The Animation & Digital Arts major, like all production programs in the College of Motion Picture Arts, is built on a spiral curriculum. This is a special kind of curriculum that requires students to repeat several times the various and complex subject areas that one must master in order to make an effective movie (e.g., lighting, compositing, modeling, etc.).

As students repeat subject areas, they progress, or “spiral,” upward through the curriculum, and are challenged with deeper requirements of knowledge and increasing levels of skill complexity. Because filmmaking requires that a practitioner possess high levels of a variety of skills, faculty in the Animation & Digital Arts major deliver training in incremental levels, or “scaffolds,” so that students have a way to systematically advance their expertise in the various skill areas as they spiral upward through the curriculum.

In order to deliver the scaffold-skills learning that is fundamental to the Animation & Digital Arts major, the curriculum requires that lower classmen collaborate with upper classmen in the practice of making movies. Students practicing lower-level skills benefit significantly from collaboration with students practicing higher-level skills, and vice-versa.

As one example, when students produce a visual effects shot in a movie, lower classmen perform entry-level skills like rotoscoping and painting, while upper classmen perform advanced skills like compositing and model-building in the same shot. This kind of peer collaboration serves two important purposes: 1) it accelerates and deepens student learning, and 2) it saves an enormous amount of time in the making of the student films, which in turn enables students to practice more frequently by producing more student films.

As educators, we know that learning is accelerated when students are required to practice with peers who have higher levels of skills. Conversely, students with higher levels of skills learn at a deeper level when they are required to mentor others with lesser skills. This scaffold-skills curriculum is dependent upon the peer collaboration created by having multiple cohorts of students in one place.

The decision not to keep the current freshmen in Tallahassee for this next academic year was based on the following considerations: 1) current West Palm students would not receive the curriculum we promised, leaving them with a substantially different and lesser educational experience; 2) faculty would be required to write a new curriculum with substantial changes for the remaining West Palm students, without adequate time for university review and SACS approval; and 3) FSU’s stay in West Palm would be extended beyond 2014 as students currently in West Palm would have no incentive to return to Tallahassee prior to completion of their program of study. The model we have selected ensures that the college’s scaffold-skills approach to practice and learning will be maintained throughout the transition, and will move the faculty, staff and students out of West Palm Beach by August 2014.

Following are the major benchmarks Motion Picture Arts faculty will meet in the execution of the Animation & Digital Arts transition plan. These milestones will be communicated to all faculty, staff and students as they are achieved:

- **May 2013** – University submits transition plan to SACS
- **August 2013** – Rising sophomores begin coursework in West Palm
- **September 2013** – University receives approval from SACS
- **December 2013** – Individual transition plans completed for all faculty, staff and students
- **May 2014** – Additional faculty hired for Fall 2014 start in Tallahassee
- **June 2014** – Tallahassee facilities completed and equipped
- **August 2014** – All West Palm students – rising juniors and seniors – commence coursework in Tallahassee

Please let me know if we can provide additional information regarding FSU's plans for transitioning the Animation and Digital Arts major out of West Palm.

Sincerely,



Garnett S. Stokes, Provost
Florida State University





















Frank Patterson, Dean
College of Motion Picture Arts

cc: Eric J. Barron, President
Jan M. Ignash, Vice Chancellor for Academic and Student Affairs

ANIMATION & DIGITAL ARTS TRANSITION PLAN

Freshmen continue their plans to move to WPB, all WPB students move to TLH Fall 2014.

 = Students at West Palm Site
 = Students at Tallahassee Site

Student Enrollments:	site	2011-12			2012-13			2013-14			2014-15			2015-16		
		Fall	Sprg	Smr	Fall	Sprg	Smr	Fall	Sprg	Smr	Fall	Sprg	Smr	Fall	Sprg	Smr
Cohort 1 (composed of only XFER stds)																
Stds Enter as Freshmen	TLH															
Stds Enter as Transfers	WPB															
Cohort 2																
Stds Enter as Freshmen	TLH															
Stds Enter as Transfers	WPB															
Cohort 3																
Stds Enter as Freshmen	TLH															
Stds Enter as Transfers	TLH															
Cohort 4																
Stds Enter as Freshmen	TLH															
Stds Enter as Transfers	TLH															
Total # of Stds (at WPB)					24			38	(Last yr WPB)					0		
Total # of Stds (at TLH)					16			12						64		
Total Stds					40			50						64		



Taught out cohort

COLLEGE DEFINITION OF 'COHORT': a class of students originally composed of rising sophomores who join transfer students to begin first year of major curriculum (Freshmen do not belong to a cohort until their sophomore year, when they join matriculating transfer students)

- IMPACTS:**
- Students - All students receive scaffold skills learning, plan favored by WPB students. Least disruptive.
 - Curriculum - Major curriculum delivered as planned
 - Faculty - Adequate time for current faculty to transition and new faculty to be hired
 - Facil/Tech - No duplication of facilities. Adequate time for implementation in TLH
 - Space - Adequate time to properly implement
 - SACS - Adequate time to receive approvals

ALTERNATE - ANIMATION & DIGITAL ARTS TRANSITION PLAN

Freshman continue in Tallahassee, teach out WPB students

 = Students at West Palm Site
 = Students at Tallahassee Site

Student Enrollments:	site	2011-12			2012-13			2013-14			2014-15			2015-16			
		Fall	Sprg	Smr	Fall	Sprg	Smr	Fall	Sprg	Smr	Fall	Sprg	Smr	Fall	Sprg	Smr	
Cohort 1 (composed of only XFER stds)																	
Stds Enter as Freshmen	TLH																Taught out cohort
Stds Enter as Transfers	WPB				24			23			22						
Cohort 2																	
Stds Enter as Freshmen	TLH				16			15			15			15			
Stds Enter as Transfers	WPB							0			0			0			
Cohort 3																	
Stds Enter as Freshmen	TLH							12			11			10			
Stds Enter as Transfers	TLH										4			4			
Cohort 4																	
Stds Enter as Freshmen	TLH										12			11			
Stds Enter as Transfers	TLH													4			
Total # of Std (at WPB)					24			23			22			(Last yr WPB) 0			
Total # of Std (at TLH)					16			27			42			44			
Total stds					40			50			64			44			

COLLEGE DEFINITION OF 'COHORT': a class of students composed of rising sophomores who join transfer students to begin first year of major curriculum (Freshmen do not belong to a cohort until their sophomore year, when they join matriculating transfer students)

- IMPACTS:**
- Students - Current West Palm students will not receive scaffold-skills, peer-to-peer practice & learning
Some freshmen have housing obligations in WPB, and did not make Tallahassee arrangements
 - Curriculum - Faculty must write a new curriculum with substantial changes to accommodate loss of scaffold-skill support. Insufficient time to acquire SACS approval
 - Faculty - Insufficient time for current faculty to transition and replacement faculty to be hired
 - Facil/Tech - Duplication of some facilities & technology required
 - Space - Insufficient time to properly implement
 - SACS - Insufficient time to acquire approval for new curricula and substantial changes