

Term Information

Effective Term Spring 2025

General Information

Course Bulletin Listing/Subject Area Theatre
Fiscal Unit/Academic Org Theatre, Film and Media Arts - D0280
College/Academic Group Arts and Sciences
Level/Career Graduate, Undergraduate
Course Number/Catalog 5602
Course Title Theatrical Lighting Programming
Transcript Abbreviation Light Programming
Course Description An experiential exploration of contemporary practices related to programming theatrical lighting and associated technology with an emphasis on syntax and programming methods of the theatrical standard ETC Eos lighting systems. Equips students with skills that directly translate into careers in the live entertainment industry.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Laboratory
Grade Roster Component Laboratory
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus, Lima

Prerequisites and Exclusions

Prerequisites/Corequisites Enrollment in Master of Fine Arts in Theatre (THEATRE-MF) OR Theatre 2000.06 OR Theatre 3611 OR permission of instructor.
Exclusions
Electronically Enforced Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 50.0502
Subsidy Level Doctoral Course
Intended Rank Junior, Senior, Masters, Doctoral

Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Students will understand the fundamental aspects of lighting programming as they relate to theatre and live entertainment.
- Students will manage complex multi-step instructions within a digital space over an extended period of time.
- Students will examine the typical role of a Lighting Programmer in theatrical and live entertainment sectors.
- Students will experiment with industry-standard software and programming techniques.
- Students will apply industry-standard programming skills to professional and pre-professional settings.
- Students will create a dynamic and custom multi-media event within a digital space.
- Students will adapt programming techniques for a variety of scales and types of projects from their outset to their completion.

Content Topic List

- Lighting technology
- Theatrical lighting
- Lighting programming

Sought Concurrence

No

Attachments

- Theatre 5602 Syllabus Template v5 - Theatrical Lighting Programming.pdf: Theatre 5602 Syllabus
(Syllabus. Owner: Kelly,Logan Paige)
- THEATRE-BA Curriculum Map.pdf: Curriculum Map
(Other Supporting Documentation. Owner: Kelly,Logan Paige)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Kelly,Logan Paige	04/04/2024 12:50 PM	Submitted for Approval
Approved	Westlake,Jane E	04/04/2024 01:01 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	04/11/2024 07:25 AM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	04/11/2024 07:25 AM	ASCCAO Approval

THEA 5602: Theatrical Lighting Programming SYLLABUS

TERM:		INSTRUCTOR:	
CREDITS:	3	OFFICE:	
FORMAT:	Lecture/Lab	OFFICE EMAIL:	
LEVEL:	U/G	OFFICE PHONE:	
CLASS TIME:		OFFICE HOURS:	
LOCATIONS:			

COURSE DESCRIPTION: This course is an experiential exploration of contemporary practices related to programming theatrical lighting and associated technology with an emphasis on syntax and programming methods of the theatrical standard ETC Eos lighting systems. Course work will provide opportunities to strengthen linear problem solving, examine sample scenarios to identify the most efficient outcomes, and follow industry-standard protocols related to theatrical programming ultimately equipping students with skills that directly translate into careers in the live entertainment industry.

LEARNING OBJECTIVES:

- To understand the fundamental aspects of lighting programming as they relate to theatre and live entertainment.
- To manage complex multi-step instructions within a digital space over an extended period of time
- To examine the typical role of a Lighting Programmer in theatrical and live entertainment sectors
- To experiment with industry-standard software and programming techniques

LEARNING OUTCOMES:

- To apply industry-standard programming skills to professional and pre-professional settings
- To create a dynamic and custom multi-media event within a digital space
- To adapt programming techniques for a variety of scales and types of projects from their outset to their completion

REQUIRED TEXTS:

ETC Eos Family Learning Series Workbooks
<https://www.etconnect.com/workbooks/>

ATTENDANCE:

ASSIGNMENTS:

Pre/Post-Course Survey: Students will complete a pre-course survey identifying their background knowledge related to theatrical lighting, computer software, and other adjacent skill sets. Students will also identify their

major goals for the course. At the end of the course, students will complete a post-course survey to identify their areas of growth and success and how they would like to continue that growth moving forward.

Approximate Out of Class Time: 30 minutes per survey

Readings and Supplemental Materials: Throughout the semester, students will engage with various readings and supplemental materials related to theatrical programming. Topics include methods and tools of lighting design and electrics, techniques in programming, historical origins of programming methods, contemporary applications of programming, and research into the career possibilities associated with programming skills. Topics will be integrated into the lecture related to relevant materials each week.

Approximate Out of Class Time: 1 hour per week

Class Programming Show Files (1-4): Students will identify, plan, and create show files based on typical needs of a theatrical programmer. With each assignment, students will submit an explanation of each of the key topics in the unit, how they relate to each other, and possible scenarios wherein students would need to use these tools. Students will use ETC Eos Nomad lighting board emulators to gain hands-on programming experience equivalent to using real-world tools and reinforce the retention of skills. Students will submit their show file at 4 points throughout the semester to be evaluated and graded by the instructor.

Approximate Out of Class Time: 4 - 6 hours per assignment

Observation and Participation – Technical Rehearsals: Throughout the semester, students will reserve times to observe and participate in a live technical rehearsal process wherein programming work is a primary component. Students will have the opportunity to experience how designers and programmers communicate within the fast-paced technical rehearsals and observe the impact that programmers have on a production. Students may also serve in the role of programmer during afternoon notes sessions with guidance and mentorship from the lighting designer, production programmer, and lighting studio manager.

Approximate Out of Class Time: 4 hours

Research Project - Busking: Students will complete a research project wherein they explore the history, purpose, and contemporary applications of busking as it relates to entertainment lighting. Students will be prepared to present their findings to the class using images, videos, and/or interviews to explain the similarities and differences between console programming for recorded theatrical settings and console programming for live designed entertainment and why the methods unique to each field are beneficial to a programmer.

Approximate Out of Class Time: 3 – 6 hours

Final Programming Project: Students will conceptualize, design, and implement a virtual 3D light show to a musical selection of their choosing utilizing one of the newest and most widely available pieces of theatrical pre-visualization software: Augment3d. Students will then translate the virtual design to a physical space and present their final project as an immersive lighting experience in the Multipurpose Theatre Lab. After presenting their final product, students will present a full explanation of their programming methods including their chosen console layout, methods of control, shortcuts, macros, etc., and craft an argument as to why these methods were or were not the most effective for their project.

The show file will be submitted by saving it to the light board used for this final presentation.

Approximate Out of Class Time: 20 – 25 hours

GRADING:

Class Programming Show File 1	10%
Class Programming Show File 2	10%
Class Programming Show File 3	10%
Class Programming Show File 4	10%
Tech Rehearsal Observation	10%
Busking Project.....	10%
Final Programming Project	40%
Total	100%

Grading Scale:

93 - 100.0	A
90 - 92.9	A-
87 - 89.9	B+
83 - 86.9	B
80 - 82.9	B-
77 - 79.9	C+
73 - 76.9	C
70 - 72.9	C-
67 - 69.9	D+
60 - 66.9	D
0 - 59.9	E

COURSE SCHEDULE:

This schedule is subject to change throughout the semester, changes will be discussed in class.

	TOPIC OF THE DAY	MEETING SITE	WHAT'S DUE
<u>Week 1</u>			
AUG 20	Course intro, syllabus; Channels, Power, and DMX; Other manufacturers similarities and differences; Tracking / Cue Only		
AUG 22	Reading a light plot, specifics for the class plot		
<u>Week 2</u>			
AUG 27	Keyboard layout, Patching, Channel Check, Working with Channels		
AUG 29	Groups, Palettes, Cues, and Submasters		
<u>Week 3</u>			
SEP 3	Playing back lighting information		
SEP 5	Augment3d		
<u>Week 4</u>			
SEP 10	Tracking, Blocking, Assert, Capture, Park		
SEP 12	ML Controls, Direct Selects		
<u>Week 5</u>			
SEP 17	Working with Effects		Show File 1 Due
SEP 19	Working with Effects (cont)		
<u>Week 6</u>			
SEP 24	Display Layout, Snapshots		
SEP 26	Command Line Filtering, Copy To / Recall From		
<u>Week 7</u>			
OCT 1	Discrete Timing, Multipart Cues, The Shell		
OCT 3	Multi-Cell Fixtures / Channels		
<u>Week 8</u>			
OCT 8	Pixel Maps		
OCT 10	NO CLASS – AUTUMN BREAK		
<u>Week 9</u>			
OCT 15	Magic Sheets		Show File 2 Due
OCT 17	Magic Sheets (Cont)		
<u>Week 10</u>			
OCT 22	Database, Keywords, Query		
OCT 24	Macros		

<u>Week 11</u>			
OCT 29	Working in Blind		
OCT 31	Marking		
<u>Week 12</u>			
NOV 5	Multiple Cue Lists, Cue List Settings		Show File 3 Due
NOV 7	Fader Configurations, Color Tools		
<u>Week 13</u>			
NOV 12	Show Control, Timecode		
NOV 14	Busking Discussion		Show File 4 Due
<u>Week 14</u>			
NOV 29	Final project – rig set up		
NOV 21	Final project – test opening files (NO PROGRAMMING IN THE STUDIO!)		
<u>Week 15</u>			
NOV 26	No Class – Time to work on Final Project		
NOV 28	NO CLASS – THANKSGIVING BREAK		
<u>Week 16</u>			
DEC 3	No Class – Time to work on Final Project		(Show Files 1-4 Due for final grading by 12:00 Noon)
<u>Final Exam Slot</u>			
TBD	Final Project Presentations		Final Project Due

ACADEMIC MISCONDUCT:

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

DISABILITY SERVICES:

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the [Safe and Healthy Buckeyes site](#) for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

RELIGIOUS ACCOMMODATIONS:

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Office of Institutional Equity](#).

Policy: [Religious Holidays, Holy Days and Observances](#)

MENTAL HEALTH SERVICES:

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

**Bachelor of Arts in Theatre
Curriculum Map**

Program Learning Goals

Course #	Goal 1: Theatre Appreciation	Goal 2: The Craft of Performance	Goal 3: Design, Technology & Management	Goal 4: Critical Skills and Analysis	Goal 5: Experience as Generative Practitioner	Goal 6: Career Preparation
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REQUIRED COURSES

2100	Beginning	Beginning	Beginning	Beginning		Beginning
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History & Text

3731	Intermediate			Intermediate		
3732	Intermediate			Intermediate		
5771.xx	Advanced	Intermediate	(Intermediate)	Advanced	Intermediate	Beginning

Design

2211	Beginning		Intermediate	Beginning	Beginning	
3241	Intermediate		Advanced	Intermediate	Intermediate	Beginning
3411	Intermediate		Advanced	Intermediate	Intermediate	Beginning
3511	Intermediate		Advanced	Intermediate	Intermediate	Beginning
3611	Intermediate		Advanced	Intermediate	Intermediate	Beginning
5310	Intermediate		Advanced	Intermediate	Intermediate	Beginning

Performance

2811	Beginning	Beginning		Beginning	Beginning	
3831	Intermediate	Intermediate	Intermediate	Intermediate	Intermediate	

Production

2000.xx	Beginning		Beginning		Beginning	Beginning
3000	Intermediate		Intermediate		Intermediate	Intermediate
4000.07	Advanced			Advanced	Intermediate	Intermediate
4000.08	Advanced	Advanced		Intermediate	Intermediate	Intermediate
4000.18	Advanced	Advanced		Intermediate	Intermediate	Intermediate
4000.xx	Advanced		Advanced	Intermediate	Intermediate	Intermediate
3921S	Intermediate	Advanced	Intermediate	Advanced	Advanced	Intermediate
4921S	Advanced	Advanced	Intermediate	Advanced	Advanced	Advanced

Experiential Learning

3921S	Intermediate	Advanced	Intermediate	Advanced	Advanced	Intermediate
4191	Advanced	(Advanced)	(Advanced)	(Advanced)	(Advanced)	Advanced
4921S	Advanced	Advanced	Intermediate	Advanced	Advanced	Advanced
4998	Advanced	Advanced	Advanced	Advanced	Advanced	Advanced
4999	Advanced	Advanced	Advanced	Advanced	Advanced	Advanced
5189	Advanced	Advanced	Advanced	Advanced	Advanced	Advanced
5798.02	Advanced	Intermediate	Intermediate	Advanced	Advanced	Intermediate
5798.03	Intermediate			Intermediate		
5922S	Advanced	Advanced		Advanced	Advanced	Advanced

ELECTIVE COURSES

2101	Beginning	Beginning	Beginning	Beginning		Beginning
2110	Beginning	Beginning		Beginning	Beginning	
2341H	Beginning		Beginning	Beginning	Beginning	
2351	Beginning		Intermediate	Beginning	Beginning	Beginning
2367.01	Intermediate			Intermediate	Intermediate	
2367.02	Intermediate			Intermediate	Intermediate	
2367.03	Intermediate			Intermediate	Intermediate	
3111	Intermediate	Intermediate	Beginning	Intermediate	Intermediate	Beginning
3130H	Intermediate			Intermediate		
3221	Intermediate		Advanced	Intermediate	Intermediate	Intermediate
3351			Beginning	Beginning	Beginning	
3352			Intermediate	Intermediate	Intermediate	Beginning
3381			Intermediate	Intermediate	Intermediate	Beginning
3551	Intermediate	Beginning	Intermediate	Beginning	Intermediate	Beginning
3597	Advanced	Beginning		Advanced	Intermediate	
3710	Intermediate			Intermediate		
3711	Intermediate	Beginning		Intermediate	Beginning	
3812	Intermediate	Intermediate		Intermediate	Intermediate	
3813	Intermediate	Intermediate		Intermediate	Intermediate	
3814	Advanced	Advanced		Advanced	Advanced	Beginning
3815	Advanced	Advanced	Beginning	Advanced	Advanced	Intermediate
3818	Advanced	Advanced		Advanced	Advanced	Intermediate
3820	Advanced	Intermediate		Intermediate	Intermediate	Intermediate
3821	Advanced	Advanced		Intermediate	Intermediate	Beginning

**Bachelor of Arts in Theatre
Curriculum Map**

Program Learning Goals

Course #	Goal 1: Theatre Appreciation	Goal 2: The Craft of Performance	Goal 3: Design, Technology & Management	Goal 4: Critical Skills and Analysis	Goal 5: Experience as Generative Practitioner	Goal 6: Career Preparation
3825	Advanced	Advanced		Advanced	Advanced	
3832	Intermediate	Advanced		Intermediate	Intermediate	Beginning
4194	Intermediate	(Intermediate)	(Intermediate)	(Intermediate)	(Intermediate)	Intermediate
4821	Advanced	Advanced		Advanced	Advanced	Beginning
5111	Advanced	Advanced	Beginning	Advanced	Advanced	Intermediate
5177	Intermediate	Advanced			Advanced	Beginning
5193	Advanced	(Advanced)	(Advanced)	(Advanced)	(Advanced)	(Advanced)
5194	Advanced	(Advanced)	(Advanced)	(Advanced)	(Advanced)	(Advanced)
5211	Intermediate		Advanced	Advanced	Advanced	Intermediate
5210	Intermediate		Intermediate	Intermediate	Intermediate	Intermediate
5220	Intermediate	Intermediate	Intermediate	Intermediate	Advanced	Advanced
5221	Advanced		Advanced	Advanced		Advanced
5225	Advanced	Intermediate	Advanced	Advanced		Advanced
5241	Intermediate		Advanced	Intermediate	Intermediate	Advanced
5263.xx	Advanced		Advanced	Advanced	Advanced	Advanced
5305	Intermediate		Intermediate	Intermediate	Intermediate	Intermediate
5321	Beginning		Intermediate	Beginning	Beginning	
5322	Intermediate		Intermediate	Intermediate	Intermediate	Beginning
5323	Intermediate		Advanced	Advanced	Intermediate	Intermediate
5331	Intermediate		Intermediate	Advanced	Intermediate	Beginning
5341	Intermediate		Advanced	Advanced	Advanced	Intermediate
5401	Advanced		Advanced	Intermediate	Advanced	Advanced
5403	Advanced		Advanced	Intermediate	Advanced	Advanced
5411	Advanced		Advanced	Advanced	Advanced	Advanced
5412	Advanced		Advanced	Advanced	Advanced	Advanced
5501	Advanced		Advanced	Intermediate	Advanced	Advanced
5502	Advanced		Advanced	Intermediate	Advanced	Advanced
5503	Advanced		Advanced	Intermediate	Advanced	Advanced
5511	Advanced		Advanced	Intermediate	Advanced	Advanced
5512	Advanced		Advanced	Intermediate	Advanced	Advanced
5602	Advanced		Advanced	Intermediate	Advanced	Advanced
5603	Advanced		Advanced	Intermediate	Advanced	Advanced
5611	Advanced		Advanced	Advanced	Advanced	Advanced
5612	Advanced		Advanced	Advanced	Advanced	
5621	Advanced		Advanced	Intermediate	Advanced	Advanced
5720	Advanced			Advanced	Advanced	
5731	Advanced	Intermediate	Intermediate	Advanced	Advanced	
5741	Advanced	Intermediate	Advanced	Advanced	Advanced	
5751	Advanced	Intermediate	Advanced	Advanced	Advanced	
5772	Advanced	Advanced		Advanced	Advanced	
5798.01	Advanced	Intermediate	Intermediate	Advanced	Advanced	(Advanced)
5811		Advanced	Intermediate	Intermediate	Advanced	
5831	Advanced	Advanced		Intermediate	Advanced	
5835	Advanced	Advanced		Advanced	Advanced	Advanced
5840		Advanced		Intermediate	Advanced	Advanced
5899	Advanced	Advanced	Advanced	Advanced	Advanced	(Advanced)
5911	Advanced	Intermediate		Advanced	Advanced	Beginning
5921	Advanced	Intermediate		Advanced	Advanced	Beginning
5961	Advanced	Intermediate		Advanced	Advanced	Beginning
5971	Advanced	Intermediate		Advanced	Advanced	Beginning

Updated: 4/2024