

Term Information

Effective Term Spring 2026

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)
- UPDATED NEW Theatre 5602 Theatrical Lighting Programming Syllabus.pdf: UPDATED Theatre 5602 Syllabus
(Syllabus. Owner: Simon, Katherine Elizabeth)
- 2025.12.04 THEATRE 5602 Theatrical Lighting Programming. v.6 updated syllabus.docx: Updated 12.04 syllabus TH 5602
(Syllabus. Owner: Piper, Paige Marie)

Comments

- Please see feedback email sent 11/18/25. *(by Neff, Jennifer on 11/18/2025 10:39 AM)*
- Please see Subcommittee feedback email sent 05/02/2024. *(by Hilty, Michael on 05/02/2024 10:00 AM)*

COURSE REQUEST
5602 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
12/04/2025

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
Revision Requested	Hilty, Michael	05/02/2024 10:00 AM	ASCCAO Approval
Submitted	Simon, Katherine Elizabeth	10/14/2025 05:12 PM	Submitted for Approval
Approved	Piper, Paige Marie	10/15/2025 10:21 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	10/15/2025 10:57 AM	College Approval
Revision Requested	Neff, Jennifer	11/18/2025 10:39 AM	ASCCAO Approval
Submitted	Piper, Paige Marie	12/04/2025 01:42 PM	Submitted for Approval
Approved	Piper, Paige Marie	12/04/2025 01:42 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	12/04/2025 01:47 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	12/04/2025 01:47 PM	ASCCAO Approval



THEA 5602: Theatrical Lighting Programming Syllabus

Course Information

TERM:	Autumn 2026
CREDITS:	3.0
LEVEL:	U / G
CLASS DATE:	Tuesday and Thursday
CLASS TIME:	9:35am to 10:55am
LOCATION:	TFM340 – Computer Lab TFM435 - MTL
TEACHING METHOD:	Lecture
CONTACT HOURS:	3 Hours In-Class per week

Instructor Information

INSTRUCTOR:	Maranda DeBusk / Eric Slezak
OFFICE:	TFM 482 / TFM 406
EMAIL:	debusk.8@osu.edu slezak.7@osu.edu
OFFICE HOURS:	Tuesday at 2:15pm – 3:30pm or by appointment

Course Details

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.



Course Details (continued)

Required Texts:

- ETC Eos Family Learning Series Workbooks
 - <https://www.etcconnect.com/workbooks/>
- The Automated Lighting Programmer's Handbook (4th edition) by Brad Schiller

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:

At the conclusion of this course, students will be able to:

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

Learning Environment

This classroom is a safe space to explore artistry and examine the world. Your perceptions, thoughts, opinions, and analyses are valid, respected, and integral to the success of this course. We are each holding space so that all class participants can learn and grow. Please approach all discussions and feedback with thoughtfulness and compassion.

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.

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.

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.

Assignments (continued)

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.

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.

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.

Class Policies

Grading:

Grading statement followed by breakdown:

Programming Show File #1	10%
Programming Show File #2	10%
Programming Show File #3	10%
Programming Show File #4	10%
Tech Rehearsal Observation	10%
Research Project: Busking	10%
Final Programming Project	40%

Late Work:

All projects, assignments, and papers are due at the time noted on the Carmen Canvas page. It is your responsibility to submit each assignment via Carmen prior to that due date. Should something prevent you from being able to submit your work on time, please let the instructor know as soon as possible. No late work will be accepted without prior communication with the professor.

Attendance Policy:

Attendance and engagement in class discussion and activities are important to your success in the course as skills and knowledge developed early in the course will be put to use in later projects. Progress on the class show file will be checked throughout the semester, and students will need to be present to receive this feedback.

Mode of Delivery

This is a 3-credit hour course that meets in-person. Per the Ohio State policy (go.osu.edu/credithours), students should expect around three hours per week of time spent on direct instruction in addition to approximately 6 hours of homework.

Course Schedule:

[Link to University Calendar](#)

Week 1:

Tue. Aug. 26 th	Course Introduction – Fundamentals Review	
Thu. Aug 28 th	Reading Light Plots and Paperwork	Reading: Schiller, Intro pg. 2-6 Reading: Schiller, Chapter 2 pg. 14 - 25

Week 2:

Tue. Sep. 2 nd	Layout and Initial Fixture Setup	Due: Pre-Course Survey Reading: Schiller, Chapter 3 pg. 26 – 47
Thu. Sep. 4 th	Groups, Palettes, Cues, and Submasters	

Week 3:

Tue. Sep. 9 th	Fixture Information and Playback	Reading: Schiller, Chapter 4 pg. 48-64
Thu. Sep. 11 th	3D Visualization - Augment3d	Reading: Schiller, Visualization pg. 111 - 116

Week 4:

Tue. Sep. 16 th	Tracking, Blocking, Assert, Capture, Park	Reading: Schiller, Chapter 5 pg. 65 - 73
Thu. Sep. 18 th	Moving Light Controls, Direct Selects	

Week 5:

Tue. Sep. 23 rd	Working with Effects	Due: Programming Show File #1 Reading: Schiller, Chapter 5 pg. 76 - 92
Thu. Sep. 25 th	Working with Effects	

Week 6:

Tue. Sep. 30 th	Display Layout and Snapshots	
Thu. Oct. 2 nd	Command Line Filtering, Copy To/Recall From	

Week 7:

Tue. Oct. 7 th	Discrete Timing, Multi-Part Cues, The Shell	
Thu. Oct. 9 th	Multi-Cell Fixtures	Reading: Schiller, Multi-Cell pg. 92 - 95

Week 8:

Tue. Oct. 14 th	Pixel Mapping	Reading: Schiller, Pixel Mapping pg. 103 - 104
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Thu. Oct. 16 th	No Class Meeting – Fall Break	
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Week 9:

Option 1 – Tech Rehearsal Observation

Tue. Oct. 21 st	Magic Sheets	Due: Programming Show File #2
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Reading: Schiller, Magic Sheets pg. 99 - 103

Thu. Oct. 23 rd	Magic Sheets	
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Week 10:

Tue. Oct. 28 th	Database, Keywords, Query	
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Thu. Oct. 30 th	Macros	Reading: Schiller, Macros pg. 107 - 110
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Week 11:

Option 2 – Tech Rehearsal Observation

Tue. Nov. 4 th	Working in Blind	
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Thu. Nov. 6 th	Marking	
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Week 12:

Tue. Nov. 11 th	Multiple Cue Lists, Cue List Settings	Due: Programming Show File #3
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Thu. Nov. 13 th	Fader Configuration, Color Tools	
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Week 13:

Tue. Nov. 18 th	Show Control, Timecode	Due: Programming Show File #4
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Reading: Schiller, Chapter 7 pg. 116 - 127

Thu. Nov. 20 th	Busking Discussion	Due: Research Project: Busking
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Reading: Schiller, Chapter 10 pg. 145 - 167

Week 14:

Tue. Nov. 25 th	Final Project – Rig Set Up	
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Thu. Nov. 27 th	No Class – Thanksgiving Holiday	
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Week 15:

Tue. Dec. 2 nd	Final Project – File Tests
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Thu. Dec. 4 th	Final Project –Work Day
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Week 16:

Tue. Dec. 9 th	Final Project – Work Day
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Final Exam:

December 16 th	Final Project Presentations	Due: Final Programming Project
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2:00pm to 3:45pm		Due: Post Course Survey
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University Policies and Resources

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 ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Inclusion

The Ohio State University affirms the importance and value of diversity of people and ideas. We believe in creating equitable research opportunities for all students and to providing programs and curricula that allow our students to understand critical societal challenges from diverse perspectives and aspire to use research to promote sustainable solutions for all. We are committed to maintaining an inclusive community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among all members; and encourages each individual to strive to reach their own potential. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment.

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 [Civil Rights Compliance Office](#). (Policy: [Religious Holidays, Holy Days and Observances](#))

Mental Health

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:6142925766). 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:6142925766) and 24 hour emergency help is also available 24/7 **by dialing 988 to reach the Suicide and Crisis Lifeline.**

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 3335-5-48.7 \(B\)](#)). For additional information, see the [Code of Student Conduct](#).

Intellectual Diversity:

Ohio State is committed to fostering a culture of open inquiry and intellectual diversity within the classroom. This course will cover a range of information and may include discussions or debates about controversial issues, beliefs, or policies. Any such discussions and debates are intended to support understanding of the approved curriculum and relevant course objectives rather than promote any specific point of view. Students will be assessed on principles applicable to the field of study and the content covered in the course. Preparing students for citizenship includes helping them develop critical thinking skills that will allow them to reach their own conclusions regarding complex or controversial matters.

**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

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**

Course #	Program Learning Goals					
	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