# Cover Sheet: Request 16100

**TPA 4XXXC – Lighting Specialties: Rotating Topic**

## Info

| | |
|---|---|
| Process | Course\|New\|Ugrad/Pro |
| Status | Pending at PV - University Curriculum Committee (UCC) |
| Submitter | Stanley Kaye stankaye@ufl.edu |
| Created | 4/15/2021 10:26:10 AM |
| Updated | 4/16/2021 8:22:16 AM |
| Description of request | This is a co-listed course with the grad version. Both Syllabi are included to illustrate the differnce between the expectations of the two classes. |

## Actions

| Step | Status | Group | User | Comment | Updated |
|---|---|---|---|---|---|
| Department | Approved | CFA - Theatre and Dance 13040000 | Peter Carpenter | | 4/15/2021 |
| Lighting Specialties Undergrad (Rotating Topic).pdf Lighting Specialties Graduate (Rotating Topic).pdf | | | | | 4/15/2021 4/15/2021 |
| College | Approved | CFA - College of Fine Arts | Jennifer Setlow | | 4/16/2021 |
| No document changes | | | | | |
| University Curriculum Committee | Pending | PV - University Curriculum Committee (UCC) | | | 4/16/2021 |
| No document changes | | | | | |
| Statewide Course Numbering System | | | | | |
| No document changes | | | | | |
| Office of the Registrar | | | | | |
| No document changes | | | | | |
| Student Academic Support System | | | | | |
| No document changes | | | | | |
| Catalog | | | | | |
| No document changes | | | | | |
| College Notified | | | | | |
| No document changes | | | | | |

# Course|New for request 16100

## Info

**Request:** TPA 4XXXC – Lighting Specialties: Rotating Topic
**Description of request:** This is a co-listed course with the grad version. Both Syllabi are included to illustrate the differnce between the expectations of the two classes.
**Submitter:** Stanley Kaye stankaye@ufl.edu
**Created:** 2/15/2021 4:20:24 PM
**Form version:** 1

## Responses

### Recommended Prefix
*Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, the State Common Numbering System (SCNS) may assign a different prefix.*

> Response:
> TPA

### Course Level
*Select the one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.).*

> Response:
> 4

### Course Number
*Enter the three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this may be XXX until SCNS assigns an appropriate number.*

> Response:
> XXX

### Category of Instruction
*Indicate whether the course is introductory, intermediate or advanced. Introductory courses are those that require no prerequisites and are general in nature. Intermediate courses require some prior preparation in a related area. Advanced courses require specific competencies or knowledge relevant to the topic prior to enrollment.*

> Response:
> Joint (Ugrad/Grad)

*• 1000 level = Introductory undergraduate*
*• 2000 level = Introductory undergraduate*
*• 3000 level = Intermediate undergraduate*
*• 4000 level = Advanced undergraduate*
*• 5000 level = Introductory graduate*
*• 6000 level = Intermediate graduate*
*• 7000 level = Advanced graduate*
*• 4000/5000= Joint undergraduate/graduate*
*• 4000/6000= Joint undergraduate/graduate*

*\*Joint undergraduate/graduate courses must be approved by the UCC and the Graduate Council)*

**Lab Code**

*Enter the lab code to indicate whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).*

Response:
C

**Course Title**

*Enter the title of the course as it should appear in the Academic Catalog. There is a 100 character limit for course titles. *

Response:
Lighting Specialties: Rotating Topic

**Transcript Title**

*Enter the title that will appear in the transcript and the schedule of courses. Note that this must be limited to 30 characters (including spaces and punctuation).*

Response:
Lighting Specialties: Rotatin

**Degree Type**

*Select the type of degree program for which this course is intended.*

Response:
Baccalaureate

**Delivery Method(s)**

*Indicate all platforms through which the course is currently planned to be delivered.*

Response:
On-Campus, Online

**Co-Listing**

*Will this course be jointly taught to undergraduate, graduate, and/or professional students?*

Response:
Yes

**Co-Listing Explanation**

*Please detail how coursework differs for undergraduate, graduate, and/or professional students. Additionally, please upload a copy of both the undergraduate and graduate syllabus to the request in .pdf format. For more information please see the Co-Listed Graduate Undergraduate Courses Policy.*

Response:

Graduate Students will lead teams of undergrads on collaborative projects and will be responsible

for:

- Goal setting and compliance of the team
- Assisting with technical challenges
- Researching and providing advanced knowledge for the team
- Leading critical analysis of team ideation and feasibility
- Finalizing design packages in coherent formats of submission to faculty for review

**Effective Term**

*Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's best projection. Courses cannot be implemented retroactively, and therefore the actual effective term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires 2 to 6 weeks after approval of the course at UF.*

Response:
Spring

**Effective Year**

*Select the requested year that the course will first be offered. See preceding item for further information.*

Response:
2022

**Rotating Topic?**

*Select "Yes" if the course can have rotating (varying) topics. These course titles can vary by topic in the Schedule of Courses.*

Response:
Yes

**Repeatable Credit?**

*Select "Yes" if the course may be repeated for credit. If the course will also have rotating topics, be sure to indicate this in the question above.*

Response:
Yes

**If repeatable, # total repeatable credit allowed**

*Indicate the maximum number of total repeatable credits allowed per student.*

Response:
9

**Amount of Credit**

*Select the number of credits awarded to the student upon successful completion, or select "Variable" if the course will be offered with variable credit and then indicate the minimum and maximum credits per section. Note that*

*credit hours are regulated by Rule 6A-10.033, FAC. If you select "Variable" for the amount of credit, additional fields will appear in which to indicate the minimum and maximum number of total credits.*

    Response:
    3

## S/U Only?
*Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission.*

    Response:
    No

## Contact Type
*Select the best option to describe course contact type. This selection determines whether base hours or headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.*

    Response:
    Regularly Scheduled

*• Regularly Scheduled [base hr]*
*• Thesis/Dissertation Supervision [1.0 headcount hr]*
*• Directed Individual Studies [0.5 headcount hr]*
*• Supervision of Student Interns [0.8 headcount hr]*
*• Supervision of Teaching/Research [0.5 headcount hr]*
*• Supervision of Cooperative Education [0.8 headcount hr]*

*Contact the Office of Institutional Planning and Research (352-392-0456) with questions regarding contact type.*

## Weekly Contact Hours
*Indicate the number of hours instructors will have contact with students each week on average throughout the duration of the course.*

    Response:
    4

## Course Description
*Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 500 characters or less. See course description guidelines.*

    Response:
    This course investigates, in depth, one of the following rotating topics.
    Façade lighting, dance lighting, lighting control/programming, basic architectural lighting, museum and gallery lighting, themed entertainment lighting, retail and interior lighting, light and health, advanced lighting design rendering. Additional topics are possible based on the need and interests of the students.

**Prerequisites**
*Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course.*
*Courses level 3000 and above must have a prerequisite.*
*Please verify that any prerequisite courses listed are active courses.*

Response:
TPA 4020

*Completing Prerequisites on UCC forms:*

*• Use "&" and "or" to conjoin multiple requirements; do not used commas, semicolons, etc.*
*• Use parentheses to specify groupings in multiple requirements.*
*• Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.*
*• Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).*
*• "Permission of department" is always an option so it should not be included in any prerequisite or co-requisite.*
*• If the course prerequisite should list a specific major and/or minor, please provide the plan code for that major/minor (e.g., undergraduate Chemistry major = CHY_BS, undergraduate Disabilities in Society minor = DIS_UMN)*

*Example: A grade of C in HSC 3502, passing grades in HSC 3057 or HSC 4558, and undergraduate PBH student should be written as follows: HSC 3502(C) & (HSC 3057 or HSC 4558) & UGPBH*
* *

**Co-requisites**
*Indicate all requirements that must be taken concurrently with the course. Co-requisites are not checked by the registration system. If there are none please enter N/A.*

Response:
n/a

**Rationale and Placement in Curriculum**
*Explain the rationale for offering the course and its place in the curriculum.*

Response:
:This is a rotating topics course which provides the opportunity for in depth specialized study and practice of lighting design and technology. The course intends to expand the knowledge base and professional practice for professional lighting designers into realms beyond traditional theater. It allows instructors to bring their specialized knowledge to UF students by preparing them for a broad range of applications of lighting design and technology. Theatrical design methods and approaches are now embraced in fields as diverse as architecture, museum and galleries, film and video, light and health, and various other applications. The course provides an opportunity for a diverse and future looking career for our students .

**Course Objectives**
*Describe the core knowledge and skills that student should derive from the course. The objectives should be both observable and measurable.*

Response:
To apply the principals of theatrical lighting aesthetics and technical knowledge to variety of lighting application in arts and other forms of aesthetic design for public and private spaces.
To learn how to design lighting as a performative storytelling device in contexts beyond traditional performative stage applications

## Course Textbook(s) and/or Other Assigned Reading
*Enter the title, author(s) and publication date of textbooks and/or readings that will be assigned.  Please provide specific examples to evaluate the course and identify required textbooks. *

Response:
IESNA RP-33-99 Lighting for Exterior Environments

• The Lighting Handbook Reference and Application Chapter 26 Lighting for Exteriors

• Supplemental Reading: Exploring Lighting Cultures, Light and Emotions, Conversations with Lighting Designers, Koninklijke Philips Electronics N.V 2009. Provided by instructor.

• Howard Brandston, Learning to See: A Matter of Light (suggested ISBN 10: 08799552253 (recommended)

## Weekly Schedule of Topics
*Provide a projected weekly schedule of topics. This should have sufficient detail to evaluate how the course would meet current curricular needs and the extent to which it overlaps with existing courses at UF.*

Response:
Week 1     Introduction to class goals- Façade Lighting History – Space Cannon- what is the program statement

Week 2     Thursday is Group Studio Breakout

Week 3     View inspirational videos – what is research and development Thursday is group breakout/studio

Week 4 What is expected in a preliminary schematic Thursday is group breakout/studio

Week 5

What is expected in the final schematic? Thursday is group breakout/studio

Week 6 Studio work

Week 7               What is design development ? Thursday is group breakout/studio. Single Line Riser diagrams

Week 8

Medium Quality renders- Intro to Lumion, and Dailux – and other software's Thursday is group breakout/studio

Week 9 What is a final layout and bill of materials ? Thursday is group breakout/studio

Week 10     Budgets, logistics and Power consumption calculations Thursday is group breakout/studio

Week 11     Architectural Control systems- ETC Mosaic (one example)

Week 12    Budgets, Logistics and Power consumption

Week 13    High quality Renders and fly through

Week 14    90% Paperwork package—review and critique in class

Week 15 Final presentations

## Grading Scheme

*List the types of assessments, assignments and other activities that will be used to determine the course grade, and the percentage contribution from each. This list should have sufficient detail to evaluate the course rigor and grade integrity. Include details about the grading rubric and percentage breakdowns for determining grades. If participation and/or attendance are part of the students grade, please provide a rubric or details  regarding how those items will be assessed.*

Response:
- Project phase: # 1- Program Statement = 100 points
- Project phase: # 2 = Research and Development = 150 points
- Project phase: # 3 = Preliminary Schematic Plan = 250 points
- Project phase: # 4 = Final Schematic Plan = 150 points
- Project phase: # 5 = Design Development = 150 points
- Project phase: # 6 = Medium Quality Render Tests = 100 points
- Project phase: # 7 – Final Layout and Bill of Materials – 150 points
- Project phase" # 8 = Control Systems – 100 points
- Project phase # 9 = Budgets and Logistics = 100 points
- Project phase # 10 = High Quality Renders and Fly Through = 250 points
- Project phase # 11 = 90 % Design and Paperwork package = 200 points
- Project Phase # 12 = 100 Design and Paperwork package = 500 points
- Class Participation = Discussion, participation of collaborative reviews and peer reviews. 300 points

## Instructor(s)

*Enter the name of the planned instructor or instructors, or "to be determined" if instructors are not yet identified.*

Response:
Stan Kaye, Professor- or Staff

## Attendance & Make-up

*Please confirm that you have read and understand the University of Florida Attendance policy.*
*A required statement statement related to class attendance, make-up exams and other work will be included in the syllabus and adhered to in the course. Courses may not have any policies which conflict with the University of Florida policy. The following statement may be used directly in the syllabus.*

*• Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:*
*https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx…*

Response:
Yes

**Accomodations**

*Please confirm that you have read and understand the University of Florida Accommodations policy.*
*A statement related to accommodations for students with disabilities will be included in the syllabus and adhered to in the course. The following statement may be used directly in the syllabus:*

*• Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.*

    Response:
    Yes

**UF Grading Policies for assigning Grade Points**

*Please confirm that you have read and understand the University of Florida Grading policies.*
*Information on current UF grading policies for assigning grade points is require to be included in the course syllabus. The following link may be used directly in the syllabus:*

*• https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx*

    Response:
    Yes

**Course Evaluation Policy**

*Course Evaluation Policy*
*Please confirm that you have read and understand the University of Florida Course Evaluation Policy.*
*A statement related to course evaluations will be included in the syllabus. The following statement may be used directly in the syllabus:*

*• <span style="font-size:11.0pt">Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/public-results/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <a href="https://ufl.bluera.com/ufl/" target="_blank">https://ufl.bluera.com/ufl/</a>. Summaries of course evaluation results are available to students at <a href="https://gatorevals.aa.ufl.edu/public-results/">https://gatorevals.aa.ufl.edu/public-results/</a>.</span>*

* *

    Response:
    Yes

**Lighting Specialties** TPA5XXX
University of Florida College of Fine Arts
School of Theatre & Dance

**Basic Information:**
**Instructor**: Professor Stan Kaye or staff

**Readings:** Will be based on the lighting specialty topic.

**Potential rotating topics:**

**Course Description::**

**Graduate Students will lead teams of undergrads on collaborative projects and will be responsible for:**

- Goal setting and compliance of the team
- Assisting with technical challenges
- Researching and providing advanced knowledge for the team
- Leading critical analysis of team ideation and feasibility
- Finalizing design packages in coherent formats of submission to faculy for review

*__This syllabus is based on façade lighting.__*

**Reading and reference materials:**

- IESNA DG-7-94 The Lighting Design Process

- IESNA RP-33-99 Lighting for Exterior Environments

- The Lighting Handbook Reference and Application Chapter 26 Lighting for Exteriors

- Supplemental Reading: Exploring Lighting Cultures, Light and Emotions, Conversations with Lighting Designers, Koninklijke Philips Electronics N.V 2009. Provided by instructor.

- Howard Brandston, *Learning to See: A Matter of Light (suggested* ISBN 10: 08799552253 (recommended)

## Student Learning Outcomes:

- To apply the principals of theatrical lighting aesthetics and technical knowledge to variety of lighting application in arts and other forms of aesthetic design for public and private spaces.
- To learn how to design lighting as a performative storytelling device in contexts beyond traditional performative stage applications

## Methods:

- Via class discussions students will explore images and best practices of lighting methods in the appropriate research on the given topic.

- Via studio work students will explore design strategies to achieve design and technical goals

- By reading and discussion of municipal codes, environmental and accepted methods and materials from practitioners and documented standards of the spec student will become familiar professional practices and methods.

## Software recommendations.

## Student teams may use any combination of the following

## software:

- Vectorworks Spotlight 2020 student edition or (latest edition) –
- Lighting Design Software: Student Version. WYSIWYG Student or Design or you may use the lab machines.
- This link will help you get the software. You need to get this software up and running immediately. $ 99.00 per year. https://cast-soft.com/students/
- Autodesk Revit or 3Ds Max student accounts can be made here: https://www.autodesk.com/education/home
- Dialux EV (Free) https://www.dial.de/en/dialux/

- Lumion 3D Rendering Software [https://lumion.com/3d-rendering-software.html?utm_source=GoogleAds&utm_medium=lumion&utm_campaign=LumionGeneric&gclid=EAIaIQobChMIkqvu4dO76gIVicDACh30GgI0EAAYASAAEgLsovD_BwE](https://lumion.com/3d-rendering-software.html?utm_source=GoogleAds&utm_medium=lumion&utm_campaign=LumionGeneric&gclid=EAIaIQobChMIkqvu4dO76gIVicDACh30GgI0EAAYASAAEgLsovD_BwE)

**Computer System:**

**Required:** PC windows-10 computer system, Lap-Top or desktop capable of running  your groups software of choice.

**GRADING BREAKDOWN:**

- Project phase:  # 1- Program Statement = **100** points

- Project phase: # 2 = Research and Development = **150** points

- Project phase: # 3 = Preliminary Schematic Plan = **250** points

- Project phase: # 4 = Final Schematic Plan = **150** points

- Project phase: # 5 = Design Development = **150** points

- Project phase: # 6 = Medium Quality Render Tests = **100** points

- Project phase: # 7 – Final Layout and Bill of Materials – **150** points

- Project phase" # 8 = Control Systems – **100** points

- Project phase # 9 = Budgets and Logistics = **100** points

- Project phase # 10 = High Quality Renders and Fly Throughs = **250** points

- Project phase # 11 = 90 % Design and Paperwork package = **200** points

- Project Phase # 12 = 100 Design and Paperwork package = **500** points

- Class Participation = Discussion, participation of collaborative reviews and peer reviews.  **300** points

 **Total points available = 2,500 points**

ALL DRAFTING IS TO MEET THE STRRANDARDS OF THE UNITED SCENIC ARTISTS 829 EXPECTATIONS FOR PROFESSIONAL DESIGNERS EXAMINATION QUALITY. One version of the standard **guidance can be found here:**

http://www.dolphin.upenn.edu/pacshop/RP-2_2006.pdf

**Attendance:** Attendance at all schedule classes is expected. 3 excused absences are permitted.   Each unexcused absence will lower you grade 1 full letter.

**Course Fees:** This semester the course fee is 47.50

| | Lighting Specialties FAÇADE LIGHTING | | |
|---|---|---|---|
| | Weekly Schedule | | |
| | | | |
| Week | Date | Topic | Reading Prepared to Discuss |
| | | | |
| Week 1 | | Introduction to class goals- Façade Lighting History – Space Cannon- what is the program statement | Review Space Cannon History on Canvas- PP 1-76 prepare to discuss in class Read DG-7-1994 Section 1 , 2.0-2.8 |
| Week 2 | | Thursday is Group Studio Breakout | Read RP-33 Section 1.0, 2.0, 3.0 prepare to discuss |
| | | | |
| Week 3 | | View inspirational videos –  what is research and development Thursday is group breakout/studio | .Read RP-33 4.0, 5.0, 6.0 prepare to discuss |
| | | | |
| Week 4 | | What is expected in a preliminary schematic Thursday is group breakout/studio | .Read RP-33 section 8.0 prepare to discuss |

| | | | |
|---|---|---|---|
| | | | |
| Week 5 | | What is expected in the final schematic? Thursday is group breakout/studio | Read RP-33 section 9.0 prepare to discuss. |
| | | | |
| Week 6 | | | . |
| | | | |
| Week 7 | | What is design development ? Thursday is group breakout/studio. Single Line Riser diagrams | Read RP-33 Section 10.0 prepare to discuss |
| | | | |
| Week 8 | | Medium Quality renders- Intro to Lumion, and Dailux – and other software's Thursday is group breakout/studio | Read RP-33 Section 11.0 prepare to discuss |
| | | | |
| Week 9 | | What is a final layout and bill of materials ? Thursday is group breakout/studio | Read RP-33 Section 12.0 prepare to discuss |
| | | | |
| Week 10 | | Budgets, logistics and Power consumption calculations Thursday is group breakout/studio | Read RP-33 Section 13.0 prepare to discuss |
| | | | |

| Week 11 | | Architectural Control systems-ETC Mosaic (one example) | Watch video series on Mosaic [https://youtu.be/MjUIq8dbtGE](https://youtu.be/MjUIq8dbtGE) |
|---|---|---|---|

| Week 12 | | Budgets, Logistics and Power consumption | |
|---|---|---|---|
| | | | |
| Week 13 | | High quality Renders and fly throughs | |
| | | | |
| Week 14 | | 90% Paperwork package—review and critique in class | |
| | | | |
| Week 15 | Dec 8 | Final presentations | |

**COVID Policy:**

We will have face-to-face instructional sessions to accomplish the student learning objectives of this course. In response to COVID-19, the following policies and requirements are in place to maintain your learning environment and to enhance the safety of our in-classroom interactions.

You are required to wear approved face coverings at all times during class and within buildings. Following and enforcing these policies and requirements are all of our responsibility. Failure to do so will lead to a report to the Office of Student Conduct and Conflict Resolution.

This course has been assigned a physical classroom with enough capacity to maintain physical distancing (6 feet between individuals) requirements. Please utilize designated seats and maintain appropriate spacing between students. Please do not move desks or stations.

Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.

Follow your instructor's guidance on how to enter and exit the classroom. Practice physical distancing to the extent possible when entering and exiting the classroom.

If you are experiencing COVID-19 symptoms (Click here for guidance from the CDC on symptoms of coronavirus), please use the UF Health screening system and follow the instructions on whether you are able to attend class. Click here for UF Health guidance on what to do if you have been exposed to or are experiencing Covid-19 symptoms.

Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work. Find more information in the university attendance policies.

Students with **disabilities** requesting accommodations should first register with the Disability Resource Center (352-392 8565,www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester

UF students are bound by **The Honor Pledge** which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (http://www.dso.ufl.edu/sccr/process/student-conduct-honor- code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class."

**Health and Wellness**

U Matter, We Care:

If you or a friend is in distress, please contact umatter@ufl.edu or 352 392- 1575 so that a team member can reach out to the student.

**Counseling and Wellness Center:** http://www.counseling.ufl.edu/cwc/Default.aspx, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Sexual Assault Recovery Services (SARS)

Student Health Care Center, 392-1161.

**University Police Department**, 392-1111 (or 9-1-1 for emergencies).

http://www.police.ufl.edu/

Academic Resources

*E-learning technical support*, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. https://lss.at.ufl.edu/help.shtml.

**Career Resource Center**, Reitz Union, 392-1601. Career assistance and counseling.
http://www.crc.ufl.edu/

**Library Support**, http://cms.uflib.ufl.edu/ask. Various ways to receive assistance with respect to using the libraries or finding resources.

**Teaching Center**, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.
http://teachingcenter.ufl.edu/

**Writing Studio,** *302 Tigert Hall,* 846-1138. Help brainstorming, formatting, and writing papers. http://writing.ufl.edu/writing-studio/

Student Complaints Campus:

https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf

*On-Line Students Complaints:* http://www.distance.ufl.edu/student-complaint-process

**Lighting Specialties** TPA4XXX
University of Florida College of Fine Arts
School of Theatre & Dance

**Basic Information:**
**Instructor**: Professor Stan Kaye or staff


**Readings:** Will be based on the lighting specialty topic.

**Potential rotating topics:**

**Course Description::**

*__This syllabus is based on façade lighting.__*

**Reading and reference materials:**

- IESNA DG-7-94 The Lighting Design Process

- IESNA RP-33-99 Lighting for Exterior Environments

- The Lighting Handbook Reference and Application Chapter 26 Lighting for Exteriors

- Supplemental Reading: Exploring Lighting Cultures, Light and Emotions, Conversations with Lighting Designers, Koninklijke Philips Electronics N.V 2009. Provided by instructor.

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**Methods:**

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- Via studio work students will explore design strategies to achieve design and technical goals

- By reading and discussion of municipal codes, environmental and accepted methods and materials from practitioners and documented standards of the spec student will become familiar professional practices and methods.

**Software recommendations.**

**Student teams may use any combination of the following software:**

- Vectorworks Spotlight 2020 student edition or (latest edition) –
- Lighting Design Software: Student Version. WYSIWYG Student or Design or you may use the lab machines.
- This link will help you get the software. You need to get this software up and running immediately. $ 99.00 per year. https://cast-soft.com/students/
- Autodesk Revit or 3Ds Max student accounts can be made here: https://www.autodesk.com/education/home
- Dialux EV (Free) https://www.dial.de/en/dialux/

- Lumion 3D Rendering Software https://lumion.com/3d-rendering-software.html?utm_source=GoogleAds&utm_medium=lumion&utm_campaign=LumionGeneric&gclid=EAIaIQobChMIkqvu4dO76gIVicDACh30GgI0EAAYASAAEgLsovD_BwE

**Computer System:**

**Required:** PC windows-10 computer system, Lap-Top or desktop capable of running  your groups software of choice.

**GRADING BREAKDOWN:**

- Project phase:  # 1- Program Statement = **100** points

- Project phase: # 2 = Research and Development = **150** points

- Project phase: # 3 = Preliminary Schematic Plan = **250** points

- Project phase: # 4 = Final Schematic Plan = **150** points

- Project phase: # 5 = Design Development = **150** points

- Project phase: # 6 = Medium Quality Render Tests = **100** points

- Project phase: # 7 – Final Layout and Bill of Materials – **150** points

- Project phase" # 8 = Control Systems – **100** points

- Project phase # 9 = Budgets and Logistics = **100** points

- Project phase # 10 = High Quality Renders and Fly Throughs = **250** points

- Project phase # 11 = 90 % Design and Paperwork package = **200** points

- Project Phase # 12 = 100 Design and Paperwork package = **500** points

- Class Participation = Discussion, participation of collaborative reviews and peer reviews.  **300** points

 **Total points available = 2,500 points**

ALL DRAFTING IS TO MEET THE STRRANDARDS OF THE UNITED SCENIC ARTISTS 829 EXPECTATIONS FOR PROFESSIONAL DESIGNERS EXAMINATION QUALITY. One version of the standard **guidance can be found here:**

**http://www.dolphin.upenn.edu/pacshop/RP-2_2006.pdf**

**Attendance:** Attendance at all schedule classes is expected. 3 excused absences are permitted.   Each unexcused absence will lower you grade 1 full letter.


**Course Fees:** This semester the course fee is 47.50

| | Lighting Specialties FAÇADE LIGHTING | | |
|---|---|---|---|
| | Weekly Schedule | | |
| | | | |
| Week | Date | Topic | Reading Prepared to Discuss |
| | | | |
| Week 1 | | Introduction to class goals- Façade Lighting History – Space Cannon- what is the program statement | Review Space Cannon History on Canvas- PP 1-76 prepare to discuss in class Read DG-7-1994 Section 1 , 2.0-2.8 |
| Week 2 | | Thursday is Group Studio Breakout | Read RP-33 Section 1.0, 2.0, 3.0 prepare to discuss |
| | | | |
| Week 3 | | View inspirational videos –  what is research and development Thursday is group breakout/studio | .Read RP-33 4.0, 5.0, 6.0 prepare to discuss |
| | | | |
| Week 4 | | What is expected in a preliminary schematic Thursday is group breakout/studio | .Read RP-33 section 8.0 prepare to discuss |

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| Week 5 | | What is expected in the final schematic? Thursday is group breakout/studio | Read RP-33 section 9.0 prepare to discuss. |
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| Week 6 | | | . |
| | | | |
| Week 7 | | What is design development ? Thursday is group breakout/studio. Single Line Riser diagrams | Read RP-33 Section 10.0 prepare to discuss |
| | | | |
| Week 8 | | Medium Quality renders- Intro to Lumion, and Dailux – and other software's Thursday is group breakout/studio | Read RP-33 Section 11.0 prepare to discuss |
| | | | |
| Week 9 | | What is a final layout and bill of materials ? Thursday is group breakout/studio | Read RP-33 Section 12.0 prepare to discuss |
| | | | |
| Week 10 | | Budgets, logistics and Power consumption calculations Thursday is group breakout/studio | Read RP-33 Section 13.0 prepare to discuss |
| | | | |

| Week 11 | | Architectural Control systems- ETC Mosaic (one example) | Watch video series on Mosaic https://youtu.be/MjUlq8dbtGE |
|---|---|---|---|

| Week 12 | | Budgets, Logistics and Power consumption | |
|---|---|---|---|
| | | | |
| Week 13 | | High quality Renders and fly throughs | |
| | | | |
| Week 14 | | 90% Paperwork package—review and critique in class | |
| | | | |
| Week 15 | Dec 8 | Final presentations | |

## COVID Policy:

We will have face-to-face instructional sessions to accomplish the student learning objectives of this course. In response to COVID-19, the following policies and requirements are in place to maintain your learning environment and to enhance the safety of our in-classroom interactions.

You are required to wear approved face coverings at all times during class and within buildings. Following and enforcing these policies and requirements are all of our responsibility. Failure to do so will lead to a report to the Office of Student Conduct and Conflict Resolution.

This course has been assigned a physical classroom with enough capacity to maintain physical distancing (6 feet between individuals) requirements. Please utilize designated seats and maintain appropriate spacing between students. Please do not move desks or stations.

Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.

Follow your instructor's guidance on how to enter and exit the classroom. Practice physical distancing to the extent possible when entering and exiting the classroom.

If you are experiencing COVID-19 symptoms (Click here for guidance from the CDC on symptoms of coronavirus), please use the UF Health screening system and follow the instructions on whether you are able to attend class. Click here for UF Health guidance on what to do if you have been exposed to or are experiencing Covid-19 symptoms.

Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work. Find more information in the university attendance policies.

Students with **disabilities** requesting accommodations should first register with the Disability Resource Center (352-392 8565,www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester

UF students are bound by **The Honor Pledge** which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (http://www.dso.ufl.edu/sccr/process/student-conduct-honor- code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class."

**Health and Wellness**

U Matter, We Care:

If you or a friend is in distress, please contact umatter@ufl.edu or 352 392- 1575 so that a team member can reach out to the student.

**Counseling and Wellness Center:** http://www.counseling.ufl.edu/cwc/Default.aspx, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Sexual Assault Recovery Services (SARS)

Student Health Care Center, 392-1161.

**University Police Department**, 392-1111 (or 9-1-1 for emergencies).

http://www.police.ufl.edu/

Academic Resources

*E-learning technical support*, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. https://lss.at.ufl.edu/help.shtml.

**Career Resource Center**, Reitz Union, 392-1601. Career assistance and counseling. http://www.crc.ufl.edu/


**Library Support**, http://cms.uflib.ufl.edu/ask. Various ways to receive assistance with respect to using the libraries or finding resources.

**Teaching Center**, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. http://teachingcenter.ufl.edu/

**Writing Studio,** *302 Tigert Hall,* 846-1138. Help brainstorming, formatting, and writing papers. http://writing.ufl.edu/writing-studio/

Student Complaints Campus:

https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf

*On-Line Students Complaints:* http://www.distance.ufl.edu/student-complaint-process