MILWAUKEE AREA *Technical College*
CREDIT for PRIOR LEARNING and EXPERIENCE

Work/Life Experience Portfolio
Approved by: Darin Dubinsky
Last updated: 5/30/25

Photo Lighting, PHOTO-108, 3 CR

Work Life Experience Information

The Work and Life Experience Portfolio Evaluation lets students turn their real-world experience—whether from work, co-op education, or training—into college credit! Here are a few important things to keep in mind:

- Milwaukee Area Technical College will not award credit based solely on years of employment
- Experiences must be verifiable and demonstrate achievement of course competencies; determined by the Lead Faculty
- A portfolio must be submitted for each course you are requesting credit
- In addition to documentation, students may be asked to display specific skills and/or complete an interview to assess content knowledge

Steps for Students to Begin:

1. Select a course (see below) that matches your prior knowledge and skills
2. Email cple@matc.edu to initiate the process with:
    a. Name
    b. Student ID#
    c. Course information (e.g., ENG-201)
3. A CPLE Specialist will notify the student when the fee is posted
4. Pay the nonrefundable fee and obtain a receipt using one of the following methods:
    a. In person at any MATC cashier's office
    b. Online via Self-Service
5. Submit the completed portfolio and any other documents required to cple@matc.edu
6. CPLE Specialist reviews and submits the portfolio to lead faculty for evaluation
7. After evaluation, the lead faculty will complete and submit the CPLE Request Form to cple@matc.edu, regardless of the outcome
8. Next Steps:
    - **If the evaluation is approved**, credit(s) will be awarded, and the student's program plan will be updated
    - **If the evaluation is not approved**, students should consult their Pathway Advisor for further guidance

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Course Information

1. **Course title, number & credit value:**
    a. Photo Lighting, PHOTO-108, 3 CR

2. **Course description:**
    a. Many light sources are used in professional photography, including natural, incandescent and electronic flash. Students learn the theory of these and other light sources and become competent in their use through practical application.
3. **Students must demonstrate the course competencies by submitting: A Portfolio and any other artifacts required found below. *_Note for Resumes:_ Lead faculty must verify the student's work history via a letterhead mail or phone interview.**
    a. Student would need to submit a portfolio of their photographic work showcasing their current studio lighting, artificial lighting, and on location lighting skills. They will also need to pass the final exam for the course with at least a passing grade of 65% or higher.

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4. **Course Competencies that must be demonstrated:**
    a. The student needs to demonstrate the course competencies 3, 4, and 5 that can be found located in the COS below:

3. Lighting a Subject in a photographic image

Linked Career Essentials

Technological Competency

Linked Program Outcomes

Demonstrate the Career Essentials (critical thinking, communication, work habits, using technology)

Apply pre-planning skill in proper conceptual development, photo equipment choices, and lighting design before

executing their plan

Demonstrate proficiency in a variety of industry software tools and techniques including graphic software, digital

video and color management software

Demonstrate proficiency with industry cameras, lighting equipment and fundamental photographic techniques

Assessment Strategies

3.1. Written product

3.2. Skill demonstration

3.3. Create photographic image

3.4. Using resources provided

3.5. Working with a partner

Criteria

Your performance will be successful when:

3.1. learner identifies the direction of the dominant light source in relation to the subject in order to establish:

front lighting, background lighting, cross lighting, side lighting, rim lighting.

3.2. learner identifies the location of the various light sources which can be used in creating photography: main light, fill light, background light, accent light

3.3. learner measures the amount of light reaching the subject from each of two or more light sources to establish the lighting ratio with a 100% accuracy

3.4. learner creates studio photography of a person using two studio lights and one fill card with an 80% accuracy

Learning Objectives

3.a. Student can demonstrate effective use of different types of light sources

3.b. Student creates images using various light sources and learns to control the effects of each in a .dng raw digital capture using the MATC provided equipment

3.c. Student will analyze the types of light sources used to create the images and be able to dissect the image critically both verbally and in writing

3.d. Differentiate between the quality of light from various light sources

4. Control the effect light on a subject.

Linked Program Outcomes

Demonstrate the Career Essentials (critical thinking, communication, work habits, using technology)

Apply pre-planning skill in proper conceptual development, photo equipment choices, and lighting design before

executing their plan

Demonstrate proficiency in a variety of industry software tools and techniques including graphic software, digital

video and color management software

Assessment Strategies

4.1. Written product

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4.2. Skill demonstration

4.3. Create photographic image

4.4. Using resources provided

4.5. Working with a partner

Criteria

Criteria - Performance will be satisfactory when:

4.1. learner positions light sources to effectively reveal subject form

4.2. learner identifies how to control reflections on the subject surface by applying the principle: the angle of

incidence equals the angle of reflection (family of angles)

4.3. learner evaluates the subject appearance by considering: subject surface characteristics, type & size of

light source, use of reflectors to control condition of shiny surfaces

4.4. learner controls light source intensity with the Inverse Square Law

4.5. learner creates image of glassware using indirect light known as transillumination

4.6. learner creates image of shiny metal using reflectors and accessories to minimize specular reflections

4.7. learner creates a photograph using refracted light as the main subject

Learning Objectives

4.a. To be able to demonstrate the principle of the family of angles as it pertains to lighting

4.b. Student can apply differing light techniques to photograph subjects made of glass

4.c. Student can apply differing light techniques to photograph subjects made of shiny metal.

4.d. Student can analyze the effects of light on shiny metal surfaces and glassware and choose best method

for digital reproduction

4.e. Student creates images using various light sources and learns to control the effects of each in a .dng

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raw digital capture using the MATC provided equipment

5. Photography with Flash

Linked Career Essentials

Technological Competency

Linked Program Outcomes

Demonstrate organizational skills, visual/graphical communication skills, and written communication skills to

develop a professional photographic planning proposal that meets a client's needs for their intended target

audience

Apply pre-planning skill in proper conceptual development, photo equipment choices, and lighting design before

executing their plan

Demonstrate proficiency in a variety of industry software tools and techniques including graphic software, digital

video and color management software

Demonstrate proficiency with industry cameras, lighting equipment and fundamental photographic techniques

Assessment Strategies

5.1. throughout the course in assignments and written tests

Criteria

Criteria - Performance will be satisfactory when:

5.1. learner identifies the evolution of flash photography: spark photography in 1851, magnesium flares in

1867, flash powder in 1887, flashbulb from 1925 & electronic flash invented by Harold Edgerton in 1931

5.2. learner identifies the components of an electronic flash unit: source of electric power (AC electricity,

batteries), capacitor(s), trigger circuit, flash/tube

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5.3. learner identifies the characteristics of studio electronic flash: produce less heat than constant burning

light sources, more light is ordinarily produced than portable flash units & constant burning light sources,

modeling light shows effect of light

5.4. learner lists how flash exposure is calculated using: guide numbers, automatic exposure, dedicated

flash, flash meter with an 80% accuracy

5.5. learner identifies how to use flash effectively: balancing with ambient light, synchro-sunlight, multiple

flashes, walk around flash

5.6. learner identifies the characteristics of electronic flash: color of mid-day sunlight, watt seconds,

BCPS/ECPS, duration, recycle time

5.7. learner identifies how flash exposures are made: open flash, physical connection to camera shutter (hot

shoe, synchronization cord)

5.8. learner identifies synchronization settings which control delay on some shutters: X = zero delay, M =

20ms delay

5.9. learner identifies the results obtained when using flash: on camera, off camera, bounce, multiple

5.10. learner identifies and can demonstrate proper operation and safety procedures when using high power

studio electronic flash with an accuracy of 100%

5.11. learner creates images using electronic flash and learns to control the effects in a .dng raw digital

capture using the MATC provided equipment

Learning Objectives

5.a. Student can demonstrate safe and effective use of different types of electronic flash systems

5.b. Student creates images using various light sources and learns to control the effects of each in a .dng

raw digital capture using the MATC provided equipment with no need for post production processing

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techniques to correct for brightness range lighting issues

5.c. Student will create various .dng camera raw images with adequate exposure and color balance for assignment submissions without need for post production corrections