

San José State University
Department of Art and Art History
ARED 150/CA 150, Field Experience in the Arts. Section 01, Spring 2020

Course and Contact Information

Instructor:	Susan W. Trimingham
Office Location:	Art Building 121
Telephone:	(408) 924-4394
Email:	susan.trimingham@sjsu.edu
Office Hours:	11:15-12:00/ Tuesdays & Thursdays
Class Days/Time:	12-2:50/Monday
Classroom:	Art 110
Prerequisites:	Upper division standing: Art 138 and 139, or instructor consent
Units:	3

Additional Contact Information

- * E-mail is generally the best method of contact during non-office hours.
- * Please allow 48-hours for an e-mail response.
- * Emergency: 911 Campus Escort: 42222
- * Individuals with disabilities may contact the Disability Resource Center (DRC), Administrative Building 110, 408/ 924-6000, for a variety of formats such as Braille, large print, sign interpreters, assistive listening devices, audio tape and accommodations for physical accessibility.

Course Description

Provides opportunities for those considering teaching, K-12 levels, to interact with outstanding teachers of the arts in the region through structured field experiences in classrooms, reflective writing, community service, and weekly discussion in a seminar setting.

It is highly advised that students enrolling in this course attend the first class meeting with an observation site at a public High School (for Single Subject) or at a Middle School (Multiple Subject) secured. This course requires a total of 45 hours of observations. The 45 observation hours are a mandatory requirement for passing the course. Observations in private schools are limited to only 20 of the 45 hours. It is recommended that students taking this course register for fingerprinting through their preferred school district and take a TB test in preparation for on-site Observations in local public schools before the semester begins. Students are expected to visit and observe 45 hours during this semester. Students will

receive an incomplete (I grade) in the course until (a) the 45 hours are verified by the teacher and (b) the student re-does all assignments based on falsely reported hours.

This seminar course will focus on observations of instructional methodology in art education including the California Standards for the Teaching Profession (CSTP). The basis for discussion will be the *California Visual Arts Standards for California Public Schools* and assigned readings. Participants in ARED 150 will observe and discuss ways to develop learning activities designed to help students (middle and/or high school) to:

- Generate and conceptualize artistic ideas and work.
- Organize and develop artistic ideas and work.
- Refine and complete artistic work.
- Select, analyze, and interpret artistic work for presentation.
- Develop and refine artistic techniques and work for presentation.
- Convey meaning through the presentation of artistic work.
- Perceive and analyze artistic work
- Interpret intent and meaning in artistic work.
- Apply criteria to evaluate artistic work.
- Synthesize and relate knowledge and personal experiences to make art.
- Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

The primary goal of this course is to provide students with a structured set of learning tasks in art education that will enable them to observe and reflect upon art programs in a variety of venues – particularly art classes at the middle and/or high school levels. The observation component consists of classroom observations designed to heighten critical awareness of the cultural dynamics of a school, classroom dynamics, and effective teaching. Students are expected to visit and observe 45 hours during this semester.

All observations, discussions, and writing will connect to the *California Visual Arts Content Standards* (see “Required Texts”). The formalist approach will be used in the class and will concentrate on the art elements and principles of design as they are introduced and utilized at various grade levels. History and theories of art education will be addressed as well as the proficiency levels and developmental stages in art. This course also critically addresses several of the core California Standards for the Teaching Profession and these are incorporated into the objectives of the course.

Course Format

Seminar

Faculty Web Page and MYSJSU Messaging (Optional)

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on my faculty web page at <http://www.sjsu.edu/people/firstname.lastname> and/or on [Canvas Learning Management System course login website](#) at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through [MySJSU](#) at <http://my.sjsu.edu> (or other communication system as indicated by the instructor) to learn of any updates.

Course Goals

The primary goal of this course is to provide students with a structured set of learning tasks in art education that will enable them to observe and reflect upon art programs in a variety of venues – particularly art classes at the middle and/or high school levels. The observation component consists of classroom observations designed to heighten critical awareness of the cultural dynamics of a school, classroom dynamics, and effective teaching. Students are expected to visit and observe 45 hours during this semester and review and analyze their classroom observations through written reflections and in-class discussion. Additionally, students participate in self-assessment in order to examine their own strengths and weaknesses as future teachers.

All observations, discussions, and writing will connect to the *California Visual Arts Content Standards* (see “Required Texts”). History and theories of art education will be addressed as well as the proficiency levels and developmental stages in art. This course also critically addresses several of the core California Standards for the Teaching Profession and these are incorporated into the objectives of the course.

Students in this course will:

In compliance with the California Standards for the Teaching Profession Expectations (CSTPE), students will observe, analyze, and discuss techniques that will increase awareness of the ways that professional teachers:

- Engage and support all students in learning
- Create and maintain an effective learning environment
- Plan instruction and design learning experiences for all students
- Assess student learning
- Understand and organize subject matter
- Develop as a professional educator

Course Learning Outcomes (CLO)

Course Skill Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Demonstrate oral and writing competencies (explain, analyze, develop, and criticize) including ideas encountered in multiple readings and expressed in different forms of discourse through 6 Observation Reflections and a Philosophy Statement.
2. Demonstrate the ability to locate, evaluate, and make effective use of art and art education resources by using multiple resources when developing their final Lesson Plan.
3. Demonstrate knowledge of how cultural backgrounds, learning styles, and developmental levels are related to learning in the visual arts classes they have observed through Observation Reflections and Observation notes.

Course Content Learning Outcomes

Upon successful completion of this course, students will have mastered:

4. Planning instruction that incorporates the California Standards for the Visual Arts

in a final Lesson Plan.

5. Knowledge of the scope and changing role of art education in America and will demonstrate their understanding through connections during in-class discussions and written assignments.
6. Developing a lesson plan that connects learning to students' prior knowledge, backgrounds, life experiences, and interests.

Required Texts/Readings

Textbook

California Arts Standards, Visual Arts. You can download a copy at:

<https://www.cde.ca.gov/be/st/ss/vapacontentstds.asp>

Other Readings

The "Art Education in Practice Series" (especially *Talking about Student Art, Rethinking Curriculum in Art and Assessment in Art Education*)

Armstrong, T. (2009). *Multiple intelligences in the classroom*. Alexandria, VA: ASCD.

Hetland, L., Winner, E., Veenema, S. & Sheridan, K. (2007). *Studio thinking: The real benefits of visual arts education*. New York and London: Teachers' College Press.

Optional Materials

Optional materials and supplementary learning materials, such as web resources and writing guides will be available through the Canvas course website.

Course Web Materials

- ART(H)/(PHOT) [course number] Course materials on-line on the SJSU Canvas site for the course at: <https://sjsu.instructure.com>. Your Username is your 9-digit SJSU ID number, and your password is your SJSU-One account password.
- ART(H)/(PHOT) [course number] Course Website. Available at <http://arth.sjsu.edu/>, select **Course Web Pages**. Access through User: and Password: (login instructions to be announced in class).
- **Optional Resources include:** Electronic Resources links to writing guides and Internet sites will posted to the Course Website and/or to Canvas.

Library Liaison

Gareth Scott

email: gareth.scott@sjsu.edu

phone: (408) 808-2094

Dr. Martin Luther King, Jr. Library

4th Floor Administration Offices

Department Advising

For information about majors and minors in Art & Art History, for a change of major/minor forms and a list of advisors: <http://www.sjsu.edu/art/> or the Art & Art History department office in ART 116, 408-924-4320, art@sjsu.edu

Course Requirements and Assignments

Course requirements, reading materials, learning activities, and assignments contribute to or are aligned with course learning outcomes. You will be expected to complete readings and assignments in advance of class sessions and to attend all class sessions. You will also be expected to practice professional, collegial behaviors—to be collaborative rather than competitive, to develop your skills as an attentive listener to the presentations of others, and, generally, to be respectful and helpful.

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

Final Examination or Evaluation

This course models current education practices and final grades are based on modes of evaluation, as appropriate, other than examination. **Students will provide a final Journal Project:**

Your journal will provide you with a method for recording your experiences both in class and during your mandatory **45 hours of Classroom Observations**. **Your journal should be in organized in chronological order and include all forms and handouts and a Table of Contents. Use the Journal Checklist handout to make sure all work required is included.**

- **A Table of Contents (Observation forms, observation notes,**
- **1 – Context Report - choose one class you observed**
- **1 - Documentation of Observations Log per classroom** (the 45 hours observation is mandatory to passing this course).
- **5 - Reflections**, one for every 9 hours of observation (1/2 -1 page, dbl space, 12 pt)
- **1 - Final Observation Reflection** (2-3 pages, dbl space, 12 pt) summing up your 45 hours of observations.
- **1 – First Draft Lesson Plan**
- **1 - Revised Lesson Plan**

Grading

Normal Grade Rules

Grading Information

Assignment Format and Submission: The course is designed to create a community in which all members are teachers, learners, and artists. The course requires responsible participation from everyone in this community. Students should be prepared to attend all class meetings as they are responsible for material discussed therein, and active participation is frequently essential to ensure maximum benefit to all class members. In some cases, attendance is fundamental to course objectives; for example, students may be required to interact with others in the class. Making up class work is the responsibility of the student. A final project/Lesson Plan will stand in for the Final Examination. Evaluations will be based on completion of assignments and engagement during class time.

The grading system for this course is based on the expectation that with clear evaluation criteria given at the beginning of the assignment, explicit instructor feedback, and opportunities for revision, every student has the opportunity to receive full credit for each assignment.

Students will be graded on a 100-point scale.

Determination of Grades

<i>Grade</i>	<i>Points</i>	<i>Percentage</i>
<i>A plus</i>	<i>960 to 1000</i>	<i>96 to 100%</i>
<i>A</i>	<i>930 to 959</i>	<i>93 to 95%</i>
<i>A minus</i>	<i>900 to 929</i>	<i>90 to 92%</i>
<i>B plus</i>	<i>860 to 899</i>	<i>86 to 89 %</i>
<i>B</i>	<i>830 to 859</i>	<i>83 to 85%</i>
<i>B minus</i>	<i>800 to 829</i>	<i>80 to 82%</i>
<i>C plus</i>	<i>760 to 799</i>	<i>76 to 79%</i>
<i>C</i>	<i>730 to 759</i>	<i>73 to 75%</i>
<i>C minus</i>	<i>700 to 729</i>	<i>70 to 72%</i>
<i>D plus</i>	<i>660 to 699</i>	<i>66 to 69%</i>
<i>D</i>	<i>630 to 659</i>	<i>63 to 65%</i>
<i>D minus</i>	<i>600 to 629</i>	<i>60 to 62%</i>

Relative weight of course requirements:

* **Observation log(s) totaling 45 hours**

1. Class Engagement	20%
2. Lesson Plan and Presentation	20%
3. 5 Observation Reflections	30%
4. Final Observation Reflection	10%
5. Philosophy Statement	10%
6. Context Report	06%
7. In-class Reports	04%
8. Museum Exercise (Extra Credit)	05%

MANDATORY

Late assignments will only be accepted under unusual, extenuating, or emergency circumstances.

Please note: Except in cases of documented emergencies, incomplete grades are not given in this course.

“All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” See University Policy F13-1 at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details.

Additional Note:

This syllabus is subject to change, in the event of unforeseen circumstances, or in the case that changes will significantly enhance the quality of the course. Students will collectively have the opportunity to shape the ways in which the course unfolds.

1) Engagement during class - 20%

- Active listening and participation in class discussion and activities
- Reports on your observation sites
- Evidence of effort, risk taking, and growth
- Evidence of critical thinking about the readings and projects, participation in group work that demonstrates the use of art in education
- Provides input when called upon; draws connections from topics of study
- On-task, helpful
- Cooperates in Group work
- Notifies instructor of any absences
- Does not use cell phone or laptop during class
- **In-Class Reports (4):**

During the semester you will be asked to review TED talks, Art Education websites, and YouTube sites. You will be expected to report back during class and participate in an informed round table discussion for full points. Refer to the Engagement Rubric for this assignment.

2) Lesson Plan & Presentation – 20%

Your lesson plan will demonstrate your understanding of engaging and supporting students in their learning, creating an effective learning environment, understanding and organization of subject matter, planning instruction and designing learning experiences, and include assessment of student learning in the Visual Arts (see **Areas of Focus When Observing**, below). The lesson plan will follow the assigned format and will demonstrate formative and summative assessment strategies that you will be learning during the course. You have the option of using an existing lesson found through a museum, your text book, a children’s art internet site, an art education internet site, from an art curriculum text or related material or creating your own visual art lesson in a subject you are interested in researching. You will be provided with a lesson plan format and rubrics designed to guide you through the process.

3) 5 Observation Reflections – 30%

Use the Reflection Format and the Guidelines for Observation Reflections when writing your **5 Reflections**. You will write a 900-1000 words reflection, as outlined by the Observation Reflection Format, **one for every 9 hours of observation in the classroom**.

4) Final Observation Reflection – 10%

Your Final Observation Reflection will summarize the learning you have gained from your 45 hours of observations using the Final Observation Reflection Format. You may use information from your 5 Reflections to support your accounting/summing up Reflection. Refer to the “Final Observation Rubric.” Describe significant examples of learning during observed lessons, identify teaching strategies, question teaching strategies, select examples of successful and unsuccessful teaching strategies, and outline plans for developing a lesson plan that unfolds sequentially.

5) Philosophy Statement - 10%

Your Philosophy Statement (4-5 pages, double spaced, size 12 font) will focus on your development as a professional educator and why you want to be a teacher, your challenges and strengths. It will relate your personal values regarding art and how you will use what you learned from this course in the future. **Use the Philosophy Statement Rubric for guidance.**

6) Context Report – 07%

You are required to perform 45 hours of Classroom Observations in order to pass this course. Use the **Observation Log** handout to document your recordings of Classroom Observations. The Observation Log is **mandatory** in order to pass this course. Maximum hours of observation allowed in a private school is 20 hours. The remaining 25 hours must be in a public school, or all 45 hours in a public school. If you will be seeking a Single Subject credential you are encouraged to observe in a public high school. If you are seeking a Multiple Subject credential you will need to observe in a public Middle School.

You will also need one **Context** report (Template) for course requirements, worth 7 points. If you will be in more than one classroom for the total 45 hours then choose one classroom to highlight in your observations and provide the Context Report, using the Template, for that classroom.

7) In-Class Reports – 03%

During the semester you will be asked to review TED talks, Art Education websites, and YouTube sites. You will be expected to report back during class and participate in an informed round table discussion for full points. Refer to the Engagement Rubric for this assignment.

8) EXTRA CREDIT - Museum Exercise – 05%

Take a partner to the museum and work with the **Museum Exercise Guidelines** handout to answer the questions. Use the Reflection prompts to write 2-page, double-spaced, 1-inch margins, 12pt. paper documenting your responses to the Reflection Questions in the Museum Exercise.

Your Classroom Observation notes will allow you to keep an ongoing record of your thoughts and feelings and to reflectively analyze your growth personally and professionally. You can write, draw, or document through photographs the points of reference to document your new learning.

Classroom Protocol

Students are expected to be punctual for class and actively engaged during all class meetings. Cell phones, smart phones, or other devices that detract from full attention should be turned off or silenced.

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>."

Course Schedule

ARED/CA 150 - Field Experience in the Arts Spring Semester 2020

(This schedule is subject to change with advance notice made during class)

Week	Date	Assignment
1	1/27	GETTING STARTED – PROVIDE SIGNED REFERENCE LETTERS & MASTER ART TEACHER LIST—FINGERPRINTING/TB TEST--INTRODUCTIONS—SEMINAR DEFINITION—GRADING, THE JOURNAL, RUBRICS, REFLECTIONS, READINGS TB Tests & Fingerprinting
2	2/3	MANAGEMENT STRATEGIES, OBSERVATION FORMS. CREDENTIAL PROGRAM – CSTPE Handout—what to look for during observations http://www.sjsu.edu/secondary TEDx ASSIGNMENTS
3	2/10	1st IN-CLASS REPORT CHECK-IN & OVERVIEW: TEDx reports. INTRODUCTION TO PERSONALITY TYPE (MBTI) ADMINISTER MBTI, DISCUSS PERSONALITY TYPE.

		ASSIGNMENT: Brian Little: Who are you, really? The puzzle of personality
4	2/17	REVIEW BRIAN LITTLE. IDENTIFYING AND USING STRENGTHS TO INCREASE EFFECTIVENESS AS AN EDUCATOR THROUGH DIFFERENTIATED LEARNING. ADMINISTER MULTIPLE INTELLIGENCES. COMPARE/CONTRAST TO MBTI
5	2/24	INTRODUCTION TO CALIFORNIA ARTS STANDARDS. (Planning instruction and designing learning experiences: “scaffolding”) ASSIGN Art Ed Websites 1-15—select VAPA standard & explain connections to lesson idea
6	3/2	2nd IN-CLASS REPORT ART ED WEBSITE PRESENTATIONS. How does it all connect? Grade levels. Age Appropriate PP. BLOOM’S--CHECK-IN ON OBSERVATION SITES. REVIEW ENGAGEMENT RUBRIC ASSIGN BLOOM’S REPORT
7	3/9	3rd IN-CLASS REPORT ROOTS OF ART EDUCATION--REVIEW ISSUES IN AMERICAN ART EDUCATION THROUGH TIME PERIOD LENS. STUDIO HABITS OF MIND, ASSIGN TEDx- Carol Dweck & Reshma Saujani
8	3/16	4th IN-CLASS REPORT CHECK-IN ON OBSERVATION SITES. TEDx REPORTS STUDIO THINKING/HABITS OF MIND
9	3/23	CHECK-IN ON OBSERVATION SITES. Focus Questions Embedded in “What Can Education Learn from the Arts?” video (Websites handout) LESSON PLANNING—LESSON PLAN FORMAT
	3/30	SPRING BREAK
10	4/6	CHECK-IN ON OBSERVATION SITES. WHY IS ASSESSMENT IMPORTANT? Philosophy Statement Rubric EXPLORE FOR NEXT LESSON: http://www.getty.edu/education/teachers/building_lessons/guide.html and www.getty.edu/education/teachers/classroom_resources

		ASSIGN: Philosophy Statement ASSIGN: Lesson Plan ideas
11	4/13	CHECK-IN ON OBSERVATION SITES. Quick review of Getty Website. In-class workshop with individual work on Lesson Plans—adding assessments to a lesson plan SJSU-150 Questions_to_check_for learning Turn in: Philosophy Statement
12	4/20	LESSON PLAN PRESENTATIONS
13	4/27	LESSON PLAN PRESENTATIONS
14	5/4	REVIEW LESSON PLANNING websites. TURN IN COMPLETED JOURNAL WITH ALL OBSERVATION FORMS
15	5/11	RETURN JOURNALS
Final Exam	Tuesday, 5/19 9:45-12:00	

Pre-professional Experience form for Secondary Education:

http://www.sjsu.edu/wll/docs/Pre%20Professional%20Experience%20Form%2010_11_16.pdf

HOW TO APPLY FOR YOUR CREDENTIAL

- STEP 1:** Schedule an interview/portfolio review/writing test with the Subject Matter Coordinator of the Art Education Program, currently Dr. Barbara Hughes
- STEP 2:** Apply to the Secondary Education Program at:
http://www.sjsu.edu/secondary/apply_now/how_to_apply/
- STEP 3:** Complete Pre-Professional Experience Form for Single Subject Credential:
http://www.sjsu.edu/secondary/apply_now/how_to_apply/Pre%20Professional%20Experience%20Form%2010_11_16.pdf

Art Education Portfolio Review and Interview

(To establish Subject Matter Competency for application to SJSU's Department of Secondary Education)*

SJSU's Single Subject Credential Program in Art is housed in the Department of Secondary Education (College of Education). The methods course (ARED 238) and phase II/II supervision and evaluation of student teachers are provided by the Department of Art & Art History (College of Humanities & the Arts)—which also advises SJSU's Department of Secondary Education on subject matter competency of applicants to their program.

Subject Matter Competency assumes that the prospective student has (a) knowledge and some level of skill at producing art in the various media typically taught in high schools, (b) basic knowledge of the California Visual and Performing Arts Standards (<http://www.cde.ca.gov/be/st/ss/documents/vpastandards.pdf>), and (c) can meet the pre-professional experience and other criteria set by the Department of Secondary Education for admission to the credential program.*

How to schedule the portfolio review/interview:

- when: Tuesdays 3-4pm (scheduled one or more weeks in advance)
- Dr. Barbara Hughes (barbara.hughes@sjsu.edu)
- the portfolio review and interview will take approximately 30 minutes; please plan on an additional 30 minutes for writing a short essay that will be sent to the Department of Secondary Education along with your Subject Matter Competency form

What to bring:

- transcripts (unofficial ok) showing your coursework, GPA, date (or planned date) of BA degree
- Subject Matter Competency form (available here: http://www.sjsu.edu/specialed/current_students/forms/Single_Subject_Focus.pdf)
- paper sufficient for hand-writing a 30-minute essay
- digital portfolio (preferably on your computer and not requiring internet connection for you to access the portfolio—or sent to Anne Simonson in advance of the scheduled meeting)—10-12 examples of your artwork and showing your competence in 2-3 different media (such as painting, ceramics, photography, digital media)
- one “real” object you have made in a medium that would be taught in a high school (painting, ceramic object, etc.)
- a brief (2-3 sentence) description of each portfolio item that might provide, for example, the context and/or inspiration, the date, and other pertinent information); the portfolio and descriptions should make clear your process of selection and reflection
- artist statement.

*see “How to Apply” to the Department of Secondary Education: http://www.sjsu.edu/secondary/apply_now/how_to_apply/

**Special Education Credential
Single Subject (Secondary Education) Focus**

In order to fulfill the requirements for the Special Education Level I Credential with Single Subject (Secondary) emphasis, candidates must complete the following requirements in Secondary Education. Meet with the Chair of Secondary Education and start an abbreviated student information file: This should be done the first semester that a candidate is in the program. The following four requirements will be explained during that meeting. Please contact 924.3755 for an appointment.

- A. Verify Subject Matter Competence:** Special Education candidates must demonstrate competence in a subject recognized for a Credential in California. Competence can be demonstrated in one of three ways:
1. If you completed CCTC approved Subject Matter Preparation program, you may submit verification from the institution where you completed the program.
 2. If you did not complete an approved CCTC Subject Matter Preparation program but wish to verify Subject Matter Competency by coursework, contact and meet with a credential advisor in the specific subject area (i.e. math, science, English, etc.) The subject area credential advisor will review your transcripts and other relevant documents to determine whether you have satisfied the subject matter competency requirement. Subject matter competency admission requirements vary depending on your teaching subject area.
- NOTE:** An undergraduate major or a Master's Degree in a subject area does not guarantee subject matter competence. Take your transcripts (you can use unofficial transcripts for this meeting) and the "Subject Matter Competency Report" form (included with this information) to that meeting. Note: A Subject Matter Competency Report form signed by a subject area advisor is required before you will be approved to take courses in the Single Subject Credential Program
3. Exams: If you do not have Subject Matter Competence you have the option of either taking the additional required coursework or earning passing scores on the required Praxis and SSAT exams in the subject area. Required tests vary depending upon the subject area; contact the subject area advisor for specifics. Exam application booklets are available in Sweeney Hall 301.

B. Subject Specific Methods: This course is taken with the permission of the specific department; when this can be taken will be determined based on the subject matter competency review.

C. EDSC 182 Evaluation: This course may be taken anytime after meeting with the Chair of Secondary Education and after submitting the Subject Matter Competency review form.

D. EDSC 184X Student Teaching: Phase I Student Teaching involves observation, small group work, and mini teaching and culminates with a two/three week daily teaching experience in one regular public school class in the candidate's specified subject area. Candidates who are teaching full time in special education will be able to meet this requirement by working in a regular classroom during their preparation period or, if the subject is not offered at that site, at another school in that area. Subject matter competency must be established before taking EDSC 184X.