

Evidence for: Standard II.A.5

SPOL Naming Convention: SC-Website-UpperDivisionCourseCharacteristics-20190314

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URL:

<http://www.skylinecollege.edu/curriculumcommittee/assets/resources/Common%20Characteristics%20of%20Upper%20Division%20Courses.pdf>

The screenshot shows a PDF document titled "Common Characteristics of Upper Division Courses". The document is displayed in a browser window with the URL www.skylinecollege.edu/curriculumcommittee/assets/resources/Common%20Characteristics%20of%20Upper%20Division%20Courses.pdf. The document content is as follows:

Common Characteristics of Upper Division Courses

Upper-division courses generally have one or more of the following characteristics:

- **In-depth study and focus on theory and methods:** students pursue in-depth study of a discipline's theories and methods, and develop an understanding of the applications and limitations of those theories. Greater emphasis on theory and applying theory to practice.
- **Specialization:** students develop specific intellectual and professional abilities that will enable them to succeed or progress in a particular field or professional practice. Prepares students for Master's degree work.
- **Refinement:** students build upon lower division coursework, applying that knowledge and skill set more discerningly or in more challenging contexts.
- **Preparation:** prerequisites may include general or foundational courses, student class standing, GPA requirements, or admission to a pre-professional program. Thus, majors and minors generally take upper-division courses in their junior and senior years.
- **Bridging function to move students from lower division competency to upper division mastery**
- **An integrative function:** students integrate knowledge and experience gained from earlier studies.
- **Currency:** More currency in the field of study than foundational lower division courses.
- **Practicums, workforce training, and/or apprenticeships**
- **Assignments:**
 - Should require lower division knowledge and apply that knowledge as demonstrated measures of critical thinking through writing, oral communication, and/or computation.

Emphasize synthesis, integration, and critical thinking

meet degree requirements in an appropriate time. Enrollment management is used at the division- and instruction-office level to ensure that an adequate number of course sections are offered to meet both