Las Positas College

Curriculum Committee Meeting

9/16/2024

6.0 Second Reading/Voting Packet

6.1 Course Deactivations

Justification: Being replaced with an Introduction to the Politics of Race and Gender course.

- POLI 26 Introduction to Gender, Sexuality, and Politics   **Fall 2025**

6.2 Course Requisite Corrections

- CS 3 / CNT 7402 Red Hat Linux Administration II: **Recommended Course Preparation**
- MUS 18A Jazz/Pop Piano 1: **Recommended Course Preparation**
- VWT 32 Spring Vineyard Operations: **Recommended Course Preparation**
- VWT 33 Summer Viticulture Operations: **Recommended Course Preparation**
- VWT 41 Fall Winery Operations: **Recommended Course Preparation**
- VWT 42 Spring Winery Operations: **Recommended Course Preparation**

Course Outline for CS 3

RED HAT LINUX ADMINISTRATION II

Effective: Fall 2025

I. CATALOG DESCRIPTION:
   CS 3 — RED HAT LINUX ADMINISTRATION II — 3.00 units

   This course focuses on the key tasks needed to become a full time Linux Administrator and to validate those skills via the Red Hat Certified System Administrator exam. This course goes deeper into Enterprise Linux administration including filesystems and partitioning, logical volumes, SELinux, fire-walling, BASH script development and troubleshooting. Students who have completed or are enrolled in CNT 7402 may not receive credit.

   2.50 Units Lecture 0.50 Units Lab

   Recommended Course Preparation
   CNT 7401 - Red Hat Linux Administration I
   with a minimum grade of C
   or

   CS 41 - Red Hat Linux Administration I
   with a minimum grade of C

   Grading Methods:
   Letter or P/NP

   Discipline:
   - Computer Service Technology or
   - Computer Science

	MIN
Lecture Hours:	45.00
Expected Outside of Class Hours:	90.00
Lab Hours:	27.00
Total Hours:	162.00

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 1

III. PREREQUISITE AND/OR ADVISORY SKILLS:

   Before entering this course or in conjunction with it, the following preparation is recommended for the student (not required):

   A. CNT7401
      1. Outline the key features, advantages and uses of the Linux/UNIX operating system
      2. Install and configure a basic desktop Linux/UNIX OS
      3. Explain the differences between the Linux Files systems EXT2, EXT3 and EXT4 and how they compare with NTFS and FAT
      4. Identify the default permissions created on files and directories, and apply special file and directory permissions
      5. Use basic shell programming, perform text manipulations, and use Linux/UNIX programming tools
      6. Describe common types of CPU's, memory, disk drives, system boards, and peripheral devices and how the computer uses UEFI or BIOS to start the computers boot process
      7. Outline the major steps necessary to configure boot loaders, dual booting, the init daemon and runlevels
      8. Install and use X Windows, window managers, and desktop environments
      9. Configure system and network settings
      10. Configure TCP-IP for Linux/UNIX/UNIX on LANs
      11. Describe and evaluate file sharing options
      12. Managing local Users and Groups
      13. Monitoring and managing Linux processes
      14. Configuring and securing SSH
      15. Installing and updating software packages
   B. CS41
      1. Outline the key features, advantages and uses of the Linux/UNIX operating system
      2. Install and configure a basic desktop Linux/UNIX OS

3. Explain the differences between the Linux Files systems EXT2, EXT3 and EXT4 and how they compare with NTFS and FAT
4. Identify the default permissions created on files and directories, and apply special file and directory permissions
5. Use basic shell programming, perform text manipulations, and use Linux/UNIX programming tools
6. Describe common types of CPU's, memory, disk drives, system boards, and peripheral devices and how the computer uses UEFI or BIOS to start the computers boot process
7. Outline the major steps necessary to configure boot loaders, dual booting, the init daemon and runlevels
8. Install and use X Windows, window managers, and desktop environments
9. Configure system and network settings
10. Configure TCP-IP for Linux/UNIX/UNIX on LANs
11. Describe and evaluate file sharing options
12. Managing local Users and Groups
13. Monitoring and managing Linux processes
14. Configuring and securing SSH
15. Installing and updating software packages

IV. MEASURABLE OBJECTIVES:
Upon completion of this course, the student should be able to:

A. Automate sequences of commands by writing a simple shell script
B. Set up, in multiple ways, a command or group of commands which will run automatically at some point in time
C. Optimize system performance by selecting a tuning profile managed by the tuned daemon
D. Describe ACLs and file-system mount options, view and interpret ACLs with ls and getfacl, describe the ACL mask and ACL permission precedence, identify where Red Hat Enterprise Linux uses ACLs by default
E. Explain how SELinux protects resources, change the current SELinux mode of a system, set the default SELinux mode of a system
F. Create and modify storage partitions, format them with file systems, and mount them for use
G. Describe logical volume management components and concepts, implement LVM storage, display LVM component information
H. Manage multiple storage layers using Stratis local storage management
I. Identify NFS share information, create a directory to use as a mount point, mount an NFS share using the mount command or by configuring the /etc/fstab file, unmount an NFS share using the umount command, configure an NFS client to use NFSv4 using the new nfsconf tool
J. Describe the Red Hat Enterprise Linux boot process, set the default target used when booting, boot a system to a non-default target
K. Explain the concept of firewalls and accept or reject network connections to system services using firewalld rules
L. Install Red Hat Enterprise Linux on a server

V. CONTENT:
A. Improving Command Line Productivity
    1. Writing simple Bash scripts
    2. Running commands more efficiently with loops
    3. Matching text in command output with regular expressions
B. Scheduling Future Tasks
    1. Scheduling a deferred user job
    2. Scheduling recurring user jobs
    3. Scheduling recurring system jobs
    4. Managing temporary files
C. Tuning System Performance
    1. Adjusting tuning profiles
    2. Influencing process scheduling
D. Controlling Access to Files with ACLs
    1. Interpreting file ACLs
    2. Securing files with ACLs
E. Managing SELinux Security
    1. Changing the SELinux enforcement mode
    2. Controlling SELinux file contexts
    3. Adjusting SELinux policy with Booleans
    4. Investigating and resolving SELinux issues
F. Managing Basic Storage
    1. Adding partitions, file systems, and persistent mounts
    2. Managing swap space
G. Managing Logical Volumes
    1. Creating logical volumes
    2. Extending logical volumes
H. Implementing Advanced Storage Features
    1. Managing layered storage with Stratis
    2. Compressing and deduplicating storage with VDO
I. Accessing Network-Attached Storage
    1. Mounting network-attached storage with NFS
    2. Automounting network-attached storage
J. Controlling the Boot Process
    1. Selecting the boot target
    2. Resetting the root password
    3. Repairing file system issues at boot
K. Managing Network Security
    1. Firewall overview
    2. Managing server firewalls
    3. Controlling SELinux port labeling
L. Installing Red Hat Enterprise Linux
    1. Installing Red Hat Enterprise Linux
    2. Automating installation with Kickstart
    3. Installing and configuring virtual machines

VI. LAB CONTENT:
A. Improving Command Line Productivity
    1. Writing simple Bash scripts
    2. Running commands more efficiently with loops
    3. Matching text in command output with regular expressions
B. Scheduling Future Tasks
    1. Scheduling a deferred user job
    2. Scheduling recurring user jobs
    3. Scheduling recurring system jobs

           4. Managing temporary files
    C. Managing SELinux Security
           1. Changing the SELinux enforcement mode
           2. Controlling SELinux file contexts
           3. Adjusting SELinux policy with Booleans
           4. Investigating and resolving SELinux issues
    D. Managing Basic Storage
           1. Adding partitions, file systems and persistent mounts
           2. Managing swap space
    E. Managing Logical Volumes
           1. Creating logical volumes
           2. Extending logical volumes
    F. Controlling the Boot Process
           1. Selecting the boot target
           2. Resetting the root password
           3. Repairing file system issues at boot
    G. Managing Network Security
           1. Firewall overview
           2. Managing server firewalls
           3. Controlling SELinux port labeling

VII. METHODS OF INSTRUCTION:
    A. **Lecture** -
    B. **Audio-visual Activity** -
    C. **Classroom Activity** -
    D. **Demonstration** -
    E. **Discussion** -
    F. **Lab** -
    G. **Projects** -

VIII. TYPICAL ASSIGNMENTS:
    A. Create a Bash script that can filter and get relevant information from different hosts.
    B. Configure systemd-tmpfiles in order to change how quickly it removes temporary files from /tmp, and also to periodically purge files from another directory.
    C. Apply a specific tuning profile and adjust the scheduling priority of an existing process with high CPU usage.
    D. Set up a collaborative directory for users in two groups, combining the set GID permission and default ACL entries to provide correct access permissions.
    E. Solve an SELinux access denial problem. System administrators are having trouble getting a new web server to deliver content to clients when SELinux is in enforcing mode.
    F. Reset the root password on a system, recover from a misconfiguration, and set the default boot target.

IX. EVALUATION:
Methods/Frequency

    A. Exams/Tests
        Mid-Term and Final Exam
    B. Quizzes
        Weekly
    C. Projects
        Weekly
    D. Group Projects
        Weekly
    E. Class Participation
        Weekly

X. TYPICAL TEXTS:
    1. Vugt, Sander van. *Red Hat RHCSA 9 Cert Guide: EX200.* 1st ed., Pearson, 2023.
    2. Jang, Michael, and Alessandro Orsaria. *RHCSA Red Hat Enterprise Linux 9 Certification Study Guide.* 8th ed., McGraw-Hill, 2023.
    3. Red Hat Enterprise Linux. Red Hat, (9).
    4. Red Hat Enterprise Linux Developers Subscription

XI. OTHER MATERIALS REQUIRED OF STUDENTS:
    A. Students require access to a computer connected to the Internet, with word processing and browser software, and an email address

Comparison

LAS POSITAS COLLEGE

Course Modification: MUS 18A - Jazz/Pop Piano 1

Course Modification: MUS 18A - Jazz/Pop Piano 1 (Approved - Implemented 08-15-2025)
compared with
MUS 18A - Jazz/Pop Piano 1 (Active - Implemented 08-15-2021)

Cover

Subject MUS
Course Number 18A
Course Title Jazz/Pop Piano 1
Effective Term Fall ~~2021~~ 2025
TOP Code 1004.00 - Music
Basic Skills Status N - Not Basic Skills
SAM Priority Code E - Non-Occupational
Prior Transfer Level Y - Not applicable
Catalog Description
Voicings, chords, and guidelines for interpretation of lead sheets in a variety of genres for the contemporary pianist. Emphasis on improvisation, accompaniment, bass lines, grooves, and ~~reharmonization~~ performance .
Material fees apply to this course?
This course is part of a new program No
Enter program name
This course is part of an existing program(s) No

Course Equivalency

Is this course part of a family Yes

1. **Family** Music Jazz/Pop Piano
   Family Description

Is this course shared with Chabot? No
Is there an equivalent course at Chabot? Yes

1. **Course** MUSA 22A

Units/Hours

CB04: Credit Status D - Credit - Degree Applicable
CB22: Non Credit Course Category
Select here if this course will have variable units No

Instructional Categories (check all that apply)

Lecture Yes

Min Units 0.000

Max Units 0.000

Lab Yes

Min Units 1.000

Max Units 0.000

Work Experience No

Min Units 0.000

Max Units 0.000

Instructional Categories (check all that apply)

Lecture No

Min Hours

Max Hours

Lab No

Min Hours

Max Hours

Work Experience No

Min Hours

Max Hours

No Unit Value Lab No

TOTALS

Calculations

Lecture Hours	
Lab Hours	54
Inside of Class Hours	54

Number of times a course can be taken for credit. 1

Justification for Repeatability

Course Grading Optional

Cross Listing

This course is part of the following cross listing

Additional Cross Listing Information

Credit for Prior Learning

Credit for Prior Learning No

Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.

Credit-by-Exam No

Credit-by-Portfolio No

Please list the requirements/criteria/possible materials for a student to submit in their portfolio.

Curriculum Committee Approval Date

Effective Term

Credit-by-Military-JST No
Please list the ACE course(s) equivalent to this course
Curriculum Committee Approval Date
Effective Term
Credit-by-Industry-Recognized-Training No
Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.
Curriculum Committee Approval Date
Additional Detail (List articulated courses, etc.) No
Please list the articulated courses. Also, we ask that you upload any relevant docs (e.g., exams) via Attached Files.
Curriculum Committee Approval Date
Effective Term
Curriculum Committee Approval Date
Effective Term

Discipline Placement

Minimum Qualification

1. **Minimum Qualification** Music
   Interdisciplinary
   Condition

Music

Measurable Objectives

Objectives
Upon completion of this course, the student should be able to:

1. **Group Title** Define jazz musical symbols and terminology ;
2. **Group Title** Sightread jazz and pop piano literature ;
3. **Group Title** Identify ~~different~~ standard formal structures of jazz and pop piano literature ;
4. **Group Title** Demonstrate ~~the~~ a standard beginning approach to jazz piano performance ;
5. **Group Title** Demonstrate ~~the~~ a standard elementary approach to pop piano performance ;
6. **Group Title** Transpose ~~several~~ compositions to accommodate vocal ranges ;
7. **Group Title** Construct and reharmonize jazz voicings
8. **Group Title** Perform jazz and pop piano literature using lead sheets :

Course Content

Lecture Content
1. ~~Jazz~~ jazz /pop musical symbols and terminology
2. ~~Reading~~ reading jazz/pop piano literature
3. ~~Jazz~~ jazz /pop Forms

1. ~~Blues~~ blues
2. ~~Rhythm~~ rhythm changes
3. ~~Doo~~ doo - ~~Wop~~ wop changes
4. ~~Standard~~ standard approach to piano performance
   1. ~~Proper~~ proper finger position
   2. ~~Posture~~ posture
5. ~~Transposition~~ transposition of several compositions
   1. ~~Use~~ use of roman numerals
6. ~~Jazz~~ jazz ~~Chords~~ chords
   1. ~~Major~~ major and minor 7ths ~~Minor~~

   2. dominant 7ths
   3. ~~Dominant 7ths~~ extensions
   4. ~~Extensions~~

   5. ~~Altered~~ altered ~~Extensions~~ extensions
7. ~~Jazz~~ jazz and pop piano literature
8. ~~Transcription~~ transcription of solos and performances by famous pianists.

Lab Content

Work Experience Content

Methods of Instruction

Check all that apply:

- Audio-visual Activity
  Comments
- Classroom Activity
  Comments
- Demonstration
  Comments
- Discussion
  Comments
- Guest Lecturers
  Comments
- Individualized Instruction
  Comments
- Lecture
  Comments

Other Yes

1. **Explain**
   In-class performance

Equity Based Curriculum

- Course Content

-
-

Typical Assignments

Typical Assignments

1. **Assignment Type**
   Add Assignment
   ###### Typical Assignments
   1. Memorize all major 7th's, minor 7th's, and dominant 7th's in different positions.
   2. Outline a formal design of both a jazz and pop composition.
   3. Transpose a simple chord progression in all 12 keys
   4. Perform a simple jazz tune with a backing track. Improvise for at least some of your performance.
   5. Transcribe a short jazz or pop piano solo

Legacy Text
Typical Assignments

1. Memorize all major 7th's, minor 7th's, and dominant 7th's in different positions.

2. Outline a formal design of both a jazz and pop composition.

3. Transpose a simple chord progression in all 12 keys

4. Perform a simple jazz tune with a backing track. Improvise for at least some of your performance.

5. Transcribe a short jazz or pop piano solo

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   Upon completion of MUS 18A, the student will be able to apply jazz/pop voicing and stylistic approaches to jazz/pop repertoire.

This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

This SLO maps to the following Program Student Learning Outcomes (PSLOs), please check all that apply:

2. **Outcome Text**
   Upon completion of MUS 18A, the student will be able to improvise a basic piano solo over a simple chord progression.
   This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

   This SLO maps to the following Program Student Learning Outcomes (PSLOs), please check all that apply:

3. **Outcome Text**
   Upon completion of MUS 18A, the student will be able to interpret and perform basic lead-sheets.
   This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

   This SLO maps to the following Program Student Learning Outcomes (PSLOs), please check all that apply:

Requisites/Requisite Validation

Requisites

1. **Requisite Type** Recommended Course Preparation
   Subject MUS (Music)
   Requisite Course MUS 21A - Beginning Piano(Historical)
   Non Course Requirements
   Min Grade C
   Comments
   Requisite Validation Skills Analysis
   Skills Analysis
   Requisite Course Objective(s)

   - Sight-read and transpose melodies in major and minor five-finger patterns
     Degree of Importance ~~Not Necessary~~ Recommended
   - Exhibit technical skills adequate for beginner pieces
     Degree of Importance ~~Recommended~~ Required
   - Perform simple passages in all twelve major keys
     Degree of Importance Recommended
   - Improvise melodies in major and minor five-finger patterns as the teacher plays an accompaniment
     Degree of Importance Recommended
   - Perform in ensemble with one or more other students
     Degree of Importance ~~Not Necessary~~ Recommended
   - Harmonize melodies with root position chords
     Degree of Importance Not Necessary
   - Perform simple pieces in correct rhythm and at a reasonable tempo
     Degree of Importance ~~Recommended~~ Required

Catalog View **Recommended Course Preparation:** MUS 21A with a minimum grade of C

Methods of Evaluation

Methods

Typical classroom assessment techniques include the following. Please address frequency in the text areas once method is selected.

- Quizzes
  Frequency
  Monthly
- Projects
  Frequency
  1-2
- Class Participation
  Frequency
  Weekly
- Home Work
  Frequency
  Weekly
- Final Performance
  Frequency
  1
- Other (Please Explain)
  Frequency
  Daily Outside Practice ~~(30-45)~~

Other No
Please Explain
Legacy Frequency

Distance Education

Does (or will) this course have a DE component? Yes
Curriculum Committee Approval Date
Effective Term
I have reviewed the measurable objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.
I have consulted with other discipline faculty regarding the creation of a DE addendum for this course.
I have consulted with my Dean regarding the creation of a DE addendum for this course.
Delivery Methods

The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)

- **Fully Online (FO):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by only materials and activities delivered through the college's learning management system, and through the use of other required materials. All approved*

instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes.

- _ **Online with the Flexible In-Person Component (OFI):**_ *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by online materials and activities delivered through the college's learning management system, and through the use of other required materials. Approved instructional contact hours are delivered through online interaction supplemented by required in-person assessment or activities that are available at approved locations during a specific range of time.*

- _ **Partially Online:**_ *Also known as hybrid: Instruction involving regular and effective online interaction for some portion of the approved contact hours that takes place synchronously or asynchronously and is supported by materials and activities delivered in person and online through the college's learning management system, and through the use of other required materials. Any portion of a class that is delivered online follows a separate approval and meets the regular and effective contact regulation. The schedule of classes indicates dates, times and locations of in-person meetings.*

Explain why this course should be offered in Distance Education mode.

In discussing with my music colleagues, we felt that there ~~has~~ are ~~to~~ now ~~be~~ resources that will allow great success in teaching the course as a ~~way~~ hybrid ~~to~~ online ~~offer~~ using ~~the course in case of an emergency, so that students in the program are not prolonging their academic career due to an emergency beyond their control~~ Canvas .

Explain how the decision was made to offer this course in a Distance Education mode.

The decision was made after consulting faculty and students.

Emergency Delivery Methods

This section is for a course which would be taught in a DE format ONLY in the case of an emergency. Do NOT select this area if the course can be taught fully online in DE format under usual circumstances. Determine which method of DE instruction is best suited for the course in the case of an emergency.

- ~~- **Fully Online (FO):** Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by only materials and activities delivered through the college's learning management system, and through the use of other required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes.~~

If you selected only Emergency Delivery methods, please explain why this course should be taught in a DE format ONLY in the case of an emergency and not under usual circumstances.

Accessibility

All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with disabilities. It is recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

- Closed captioning for videos.
- Transcription for audio.
- Alt-text/ tags for images.

- Utilizing headers/styles for text formatting to make web pages accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.

Other No
Explain
Syllabus

Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that instructor expectations surrounding interaction and participation are present. The choices here represent those expectations. It is recommended to choose all of them. The syllabus for this DE course will include information outlining expectations regarding: (select all that apply)

Other No
Explain
Measurable Objectives Compared to a Tractional Course:
Check all that apply to this Distance Education course proposal:
The same standards of course quality identified in the course outline of record can be applied. Yes
The content identified in the course outline of record can be presented effectively and with the same degree of rigor.
Yes
A student can achieve the same goals and objectives identified in the course outline of record. Yes
The same assignments in the course outline of record can be completed by the student and graded by the instructor.
Yes
The same assessments and level of student accountability can be achieved. Yes
If there are any topics you did not choose, use the text box below to explain why. No
Explain

DE Course Interactions

Instructor-Student Interaction
Regular effective contact between the instructor and students in mandated in Title 5 for all Distance Education courses, regardless of whether the course is fully online or delivered as a hybrid. In the case of a hybrid, regular effective contract - initiated by the instructor-must occur in the online portion of the class. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the instructor-to-student contact be regular and effective? (select all that apply)

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency
  Weekly

- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency
  2-5 per semester
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency
  Feedback on every assignment
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency
  At least 1 per month
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency
  ~~Weekly~~ As needed
- **Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*
  Frequency
  During weekly web-conference sessions

Student-Student Interaction

Regular interaction among students is also mandated in Title 5. This is necessary to design a collaborative, student-centered environment in which a community of learners is created. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the student-to-student contact be regular and effective? (select all that apply)

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  Frequency
  Weekly
- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency
  2-5 per semester

Student-Content Interaction

All student activities, including assessments, should be aligned to the outcomes of, and objectives within, the course. They should be adapted from the course outline of record, and activities should also be designed to meet the needs of students with different learning styles. The content must cover all of the content detailed in the course outline of record. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will course content be presented? (select all that apply)

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*

Frequency
Monthly
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency
  Weekly
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  Frequency
  A minimum of 1
- **Other:**
  Frequency
  1 final performance
- **Other:**
  Frequency
  Daily practice

Textbooks/Materials

Publisher Textbooks Yes
OER Textbooks No
Manuals/Periodicals No
Software No
Other No
Textbook

1. **Author(s)** Mark Levine
   Title How to Voice Standards at the Piano: The Menu
   Edition 1st
   Publisher Sher Music Co.
   ISBN-13
   Year 2014
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   Or Equivalent No
2. **Author(s)** ~~Mark Harrison~~
   ~~**Title** - Piano Styles of 23 Pop Masters: Secrets of the Great Contemporary Players~~
   ~~**Edition** - 1st~~
   ~~**Publisher** - Hal Leonard~~
   ~~**ISBN-13** -~~
   ~~**Year** - 2013~~
   ~~**Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)** -~~
   ~~**Or Equivalent** - No~~
3. ~~**Author(s)**~~ - Nathan Hayward , Joseph Alexander, Tim Pettingale
   Title 100 Modern Jazz Licks For Piano
   Edition 1st
   Publisher www.fundamental-changes.com
   ISBN-13
   Year 2020

Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)

Or Equivalent No

4. **Author(s)** Hal Leonard Corp.

   Title Top Hits of 2019: 20 Hot Singles (Top Hits of Piano Vocal Guitar)

   Edition 1st

   Publisher Hal Leonard

   ISBN-13

   Year 2019

   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)

   Or Equivalent No

5. **Author(s)** Jeremy Siskind

   Title Jazz Piano Fundamentals

   Edition 1st

   Publisher Jeremy Siskind

   ISBN-13

   Year 2021

   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)

   Or Equivalent No

6. **Author(s)** Jeffrey A Nash

   Title Miles Davis Piano Sheet Music

   Edition 1st

   Publisher Independently published

   ISBN-13

   Year 2022

   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)

   Or Equivalent No

OER

Manual

Software

Other Learning Materials

Other Materials Required of Students

v

Library

Sufficient Resources Yes
Additional Resources Needed
New Databases Needed
Other

General Education/Transfer Request

This course has a GE component Yes

Transferability
CSU transfer Yes

- Transfers to CSU
  Comments
  New Request Yes
  Already Approved No
  Effective Semester

Cal-GETC No

UC transfer Yes

- Transfers to UC
  Comments
  New Request No
  Already approved substantial change No
  Already approved unsubstantial change No
  Effective Semester

C-ID proposal No
C-ID
Las Positas College GE No

CSU GE No

CSU American Institutions No

IGETC No

Other articulation requests/comments No

Course Articulation

Submit for Course-to-Course Articulation (new requests only) No
Course Articulation

Supporting Documents

Attached File

Codes and Dates

Course Codes
Originator Marschak, Daniel

Origination Date
~~06~~ 01 / ~~29~~ 20 / ~~2020~~ 2024

Proposal Type
Course Modification

Parent Course

No Previous Course

Entry of Special Dates

- Board of Trustees

  ~~01~~ 08 / ~~19~~ 20 / ~~2021~~ 2024

- State Approval

  ~~01~~ 09 / ~~25~~ 11 / ~~2021~~ 2024

- CC Approval

  ~~09~~ 03 / ~~21~~ 04 / ~~2020~~ 2024

Instructional Services

Effective Term Fall ~~2021~~ 2025

Implementation Date

08/15/ ~~2021~~

2025

UC Approval Date

CSU Approval Date

Course CB Codes

CB00: State ID

CCC000569959

CB03: TOP Code

100400 - Music

CIP Code

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

A - Transferable to both UC and CSU.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

E - Non-Occupational

CB10: Cooperative Work Experience

N - Is not part of a cooperative work experience education program.

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

CB23: Funding Agency Category

Y - Not Applicable (funding not used to develop course)

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

Comparison

Course Modification: VWT 32 - Spring Vineyard Operations

Course Modification: VWT 32 - Spring Vineyard Operations (Approved - Implemented 08-15-2025)

compared with

VWT 32 - Spring Vineyard Operations (Active - Implemented 08-17-2016)

Cover

Subject VWT

Course Number 32

Course Title Spring Vineyard Operations

Effective Term Fall ~~2016~~ 2025

TOP Code 0104.00 - Viticulture, Enology and Wine Business*

Basic Skills Status N - Not Basic Skills

SAM Priority Code C - Clearly Occupational

Prior Transfer Level Y - Not applicable

Catalog Description

This class has a strong emphasis on the practical applications of viticulture. Students will be involved in the operation of the LPC Campus Hill Vineyard putting into action viticultural practices for the spring season including pruning, canopy management techniques, new vine planting and training, vine nutrition, weed control, irrigation system construction and maintenance, trellis construction and maintenance, vineyard equipment operation and maintenance, with a continued focus on sustainable vineyard management. Students under the age of 21 must have a declared major in either viticulture and/or enology to participate in any tasting activities as stated in the California State Assembly Bill 1989.

~~2 hours lecture, 3 hours laboratory~~

Material fees apply to this course?

This course is part of a new program No

Enter program name

This course is part of an existing program(s) No

Course Equivalency

Is this course part of a family No

Is this course shared with Chabot? No

Is there an equivalent course at Chabot? No

1. **Course** 0 0

Units/Hours

CB04: Credit Status D - Credit - Degree Applicable

CB22: Non Credit Course Category

Select here if this course will have variable units No

Instructional Categories (check all that apply)

Lecture Yes

Min Units 2.000

Max Units ~~2~~ 0 .000

Lab Yes

Min Units 1.000

Max Units ~~2~~ 0 .000

Work Experience No

Min Units 0.000

Max Units 0.000

Instructional Categories (check all that apply)

Lecture No

Min Hours

Max Hours

Lab No

Min Hours

Max Hours

Work Experience No

Min Hours

Max Hours

No Unit Value Lab No

TOTALS

Calculations

Lecture Hours	36
Lab Hours	54
Inside of Class Hours	90
Outside of Class Hours	72

Number of times a course can be taken for credit. 1

Justification for Repeatability

Course Grading Optional

Cross Listing

This course is part of the following cross listing

Additional Cross Listing Information

Credit for Prior Learning

Credit for Prior Learning No

Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.

Credit-by-Exam No

Credit-by-Portfolio No

Please list the requirements/criteria/possible materials for a student to submit in their portfolio.

Curriculum Committee Approval Date

Effective Term

Credit-by-Military-JST No

Please list the ACE course(s) equivalent to this course

Curriculum Committee Approval Date

Effective Term

Credit-by-Industry-Recognized-Training No

Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.

Curriculum Committee Approval Date

Additional Detail (List articulated courses, etc.) No

Please list the articulated courses. Also, we ask that you upload any relevant docs (e.g., exams) via Attached Files.

Curriculum Committee Approval Date

Effective Term

Curriculum Committee Approval Date

Effective Term

Discipline Placement

Minimum Qualification

1. **Minimum Qualification** Agricultural Production
   Interdisciplinary
   Condition

Agricultural Production

(Animal science, plant science, beekeeping, aquaculture)

Measurable Objectives

Objectives
Upon completion of this course, the student should be able to:

1. **Objective Text**
    ~~list~~ List the steps for planting the vineyard including rootstock selection, scion matching, clonal selection, vine row layout specifics, trellis design and irrigation infrastructure planning

2. **Objective Text**
    ~~demonstrate~~ Demonstrate proper training techniques for young vines

3. **Objective Text**
    ~~distinguish~~ Distinguish seasonal vineyard pest threats and take appropriate actions based on Integrated Pest Management

4. **Objective Text**

   ~~explain~~ Explain how soil types inherently effect the vine, irrigation strategies, vineyard ~~errosion~~ erosion status and overall cultural practices

5. **Objective Text**

   ~~identify~~ Identify any frost threat specific to the site and take appropriate actions through cover cropping, irrigation strategies or timing of pruning

6. **Objective Text**

   ~~accurately~~ Accurately assess vineyard water needs and layout a seasonal irrigation strategy to take the vineyard through harvest

7. **Objective Text**

   ~~exhibit~~ Exhibit how to safely use and maintain ~~misc~~ miscellaneous vineyard equipment

8. **Objective Text**

   ~~describe~~ Describe and apply multiple quality control measures used during the Spring/Summer months in the vineyard including bud thinning, summer pruning, flower thinning, topping, leaf pulling, dep-suckering and cluster thinning

9. **Objective Text**

   ~~detail~~ Detail the vineyard cycle of growth and viticultural practices that must be completed during the spring and summer

Course Content

Lecture Content

1. Rootstocks and Planting
   1. ~~Rootstocks~~ Rootstock ~~used~~ varieties
   2. Planting techniques and spacing
      1. Trellis systems of new grape planting
2. Pruning and Training Young Vines
   1. Dormant season training of young vines
   2. Theoretical aspects of pruning
   3. Pruning mature head trained bilateral cordon trained, spur-pruned vines
   4. Training young vines after budbreak
3. Grapevine Anatomy and Physiology
   1. Winegrape, table grape and raisin cultivars
   2. Internal and external structures
   3. Photosynthesis and its relationship to cultural techniques
   4. Tissue analysis
      1. Sample collection
      2. Interpretation
4. Soils and Fertilizers
   1. Soil texture, structure and characteristics
   2. Fertilizer needs
   3. Fertilizer application techniques and equipment
5. Pest Control
   1. Insect identification and control measures
   2. Weed identification and control techniques
   3. Diseases of grapevines identification and control

    4. Glassy winged sharpshooter

    5. Powdery mildew control

    6. Integrated Pest management

6. Irrigation theory and practice

    1. Water needs of grapevines

    2. Irrigation system selection and installation

    3. Drip irrigation versus other systems

7. Techniques of frost control

    1. Mechanical Methods

    2. Cultural Methods

8. Vineyard Development

    1. Identify the steps necessary for starting a new vineyard

    2. Site selection criteria

    3. Natural resources, habitat and environmental concerns

    4. Vineyard design – trellises and irrigation systems

    5. Installation and planting

9. Farming Vineyard

    1. Vineyard practices during the cycle of vine growth

    2. Canopy management

    3. Vine mineral nutrition

    4. Sustainable agricultural practices

    5. Methods to improve grape quality

    6. Vineyard Floor Management

    7. Vineyard Equipment

        1. ~~Identify the different equipment~~ Equipment used in tissue sampling, analysis and interpretation of results

        2. ~~Explain the difference~~ Differences between ~~a~~ refractometer and hydrometer, and how they each measure berry juice sugar content

        3. various pieces of viticulture equipment used in the vineyard

Lab Content

1. Rootstocks and Planting

    1. Planting techniques and spacing of young vines

2. Pruning and Training Young Vines

    1. Pruning mature head trained vines

    2. Pruning bilateral cordon trained vines

3. Pruning spur-pruned vines

4. Training young vines after budbreak

3. Grapevine Anatomy and Physiology

1. Identify vine structures in the field

2. Tissue analysis

    1. Sample collection

    2. Interpretation

4. Soils and Fertilizers

1. Fertilizer application and equipment

5. Pest Control

1. Identify insects

2. Identify weeds

3. Apply control techniques

4. Powdery mildew control

5. Apply principles of Integrated Pest management

6. Irrigation

1. Assess water needs of grapevines

    1. Use of pressure bomb

    2. Use of Time Displacement Refractometer

3. Visual assessment

2. Irrigation system selection and installation

3. Drip irrigation maintenance

7. Techniques of frost control

1. Mechanical Methods

2. Cultural Methods

8. Farming Vineyard

1. Vineyard practices during the cycle of vine growth

2. Canopy management

3. Vine mineral nutrition

4. Sustainable agricultural practices

5. Methods to improve grape quality

6. Vineyard Floor Management

7. Vineyard Equipment

1. Utilize equipment in tissue sampling

2. Use a refractometer and hydrometer to measure berry juice sugar content
3. Use a variety of viticulture equipment in the vineyard
9. Perform Spring season cultural practices in the vineyard safely

~~Lab Content~~ ˉ
Work Experience Content

Methods of Instruction

Check all that apply:

- Audio-visual Activity
  Comments

- Demonstration

  Comments

  Field demonstrations and discussion
- Discussion

  Comments
- Field Trips

  Comments
- Lab

  Comments

  Student hands-on laboratory activities and field practice
- Lecture

  Comments

Other No

Equity Based Curriculum

- ‎ [Course Content](#)
  [Address](#) ‎
  [Contributions to the field from diverse communities included.](#)

Typical Assignments

Typical Assignments

1. **Assignment Type**
   Add Assignment
       1. Weekly reading assignments in text related to lecture topics
       2. Field Trips at specified locations
       3. Vineyard cultural practices, e.g. Training and pruning
       4. Laboratory/field projects related to viticulture practices

Legacy Text

1. Weekly reading assignments in text related to lecture topics

2. Field Trips at specified locations

3. Vineyard cultural practices, e.g. Training and pruning

4. Laboratory/field projects related to viticulture practices

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**

Upon completion of VWT 32, students should be able to demonstrate knowledge of the multiple cultural practices that encompass vineyard floor
management including, weed abatement, erosion control, burrowing pest controls and covercropping.
This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

This SLO maps to the following Program Student Learning Outcomes (PSLOs), please check all that apply:

2. **Outcome Text**
   Upon completion of VWT 32, students should be able to demonstrate the skills required to improve grape quality by the seasonal spring time cultural
   practice of thinning buds and shoots.
   This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

   This SLO maps to the following Program Student Learning Outcomes (PSLOs), please check all that apply:

3. **Outcome Text**
   Upon completion of VWT 32, students should be able to identify the external, structural components of a modern trellis system trained grape vine.
   This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

   This SLO maps to the following Program Student Learning Outcomes (PSLOs), please check all that apply:

Requisites/Requisite Validation

Requisites

1. **Requisite Type** Recommended Course Preparation
   Subject VWT (Viticulture)
   Requisite Course VWT 10 - Introduction to Viticulture(Active)
   Non Course Requirements
   Min Grade C
   Comments
   Requisite Validation Skills Analysis
   Skills Analysis
   Requisite Course Objective(s)

   - ~~discuss the importance of grapes in world history~~
     ~~**Degree of Importance** - Required~~
   - ~~- explain the impact that California has had on global wine grape production~~
     ~~**Degree of Importance** - Required~~
   - - describe grapevine biology and physiology
     Degree of Importance Required
   - identify the above and below ground components of the grape vine throughout the seasonal intervals of grape vine development
     ~~**Degree of Importance** - Required~~
   - ~~- distinguish between specific grape varieties and how they can be utilized in various production programs~~

Degree of Importance Required

- illustrate the importance of the relationship of soil and climate relative to quality grape and wine production
  Degree of Importance Required
- evaluate and manage the seasonal specific requirements of the vineyard and apply the appropriate cultural practices
  Degree of Importance Required
- interpret the harvest process from planning through processing
  Degree of Importance ~~Required~~
- ~~- analyze the basic tenets of winemaking~~
  ~~**Degree of Importance** - Required~~ Recommended

Catalog View **Recommended Course Preparation:** VWT 10 with a minimum grade of C

Methods of Evaluation

Methods

Typical classroom assessment techniques include the following. Please address frequency in the text areas once method is selected.

- Exams/Tests
  Frequency
  At least two exams/tests/quizzes per semester
- Quizzes
  Frequency
- At ~~Research~~ least ~~Projects~~
  ~~Frequency~~ two
  exams/tests/quizzes per semester
- Papers
  Frequency
  Weekly written assignments
- Oral Presentation
  Frequency
  At least one per semester
- Projects
  Frequency
  Participate in at least one pruning session
- Field Trips
  Frequency
  Weekly trips to the vineyard
- Group Projects
  Frequency
  Participate in at least pruning session
- Class Participation
  Frequency
  Weekly
- Class Work

Frequency

   Weekly

- Home Work

   Frequency

   Weekly

- Lab Activities

   Frequency

- ~~Other (Please Explain)~~

   ~~**Frequency**~~

   ~~Various reading assignments (texts or other reference materials)~~

   ~~Hands on Practical Assessments~~

   Weekly

Other No

Please Explain

Legacy Frequency

1.

   ~~Exams/Tests, Quizzes will be given throughout the semester: ie) midterm and final and multiple, random quizzes at instructor's discretion~~

2.

   ~~Written (research/industry related) papers as deemed necessary~~

3.

   ~~Oral Presentations and Classroom participation/work will be noted~~

4.

   ~~Projects (group &/or individual) & Field Trip participation as planned per semester~~

5.

   ~~Reading, Lab and homework assignments weekly~~

6.

   ~~Hands on Practical Assessments during appropriate course content~~

Distance Education

Does (or will) this course have a DE component? Yes
Curriculum Committee Approval Date
Effective Term
I have reviewed the measurable objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.
I have consulted with other discipline faculty regarding the creation of a DE addendum for this course.
I have consulted with my Dean regarding the creation of a DE addendum for this course.
Delivery Methods
The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)

- **Fully Online (FO):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by only materials and activities delivered through the college's learning management system, and through the use of other required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes.*
- **Online with the Flexible In-Person Component (OFI):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by online materials and activities delivered through the college's learning management system, and through the use of other required materials. Approved instructional contact hours are delivered through online interaction supplemented by required in-person assessment or activities that are available at approved locations during a specific range of time.*
- **Partially Online:** *Also known as hybrid: Instruction involving regular and effective online interaction for some portion of the approved contact hours that takes place synchronously or asynchronously and is supported by materials and activities delivered in person and online through the college's learning management system, and through the use of other required materials. Any portion of a class that is delivered online follows a separate approval and meets the regular and effective contact regulation. The schedule of classes indicates dates, times and locations of in-person meetings.*

Explain why this course should be offered in Distance Education mode.
FO only during an emergency was selected because we feel that there has to be a way to offer the course even in case of an emergency that precludes students from coming to campus, so that students in the program are not prolonging their academic career due to an emergency beyond their control.

Vineyard operation lab skills, however, should be reinforced, practiced, and demonstrated in-person, except during emergencies. In-person lab skills could be reinforced, practiced, and demonstrated through either flexible in-person time or scheduled time.
Explain how the decision was made to offer this course in a Distance Education mode.
I had a robust conversation with my faculty, colleagues, alumni, my Dean and my Advisory Board; all encouraged the transition of lecture content to online to increase access and bolster enrollments.

Emergency Delivery Methods

This section is for a course which would be taught in a DE format ONLY in the case of an emergency. Do NOT select this area if the course can be taught fully online in DE format under usual circumstances. Determine which method of DE instruction is best suited for the course in the case of an emergency.

If you selected only Emergency Delivery methods, please explain why this course should be taught in a DE format ONLY in the case of an emergency and not under usual circumstances.

Accessibility

All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with disabilities. It is recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

- Closed captioning for videos.
- Transcription for audio.
- Alt-text/ tags for images.
- Utilizing headers/styles for text formatting to make web pages accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.

Other No
Explain
Syllabus

Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that instructor expectations surrounding interaction and participation are present. The choices here represent those expectations. It is recommended to choose all of them. The syllabus for this DE course will include information outlining expectations regarding: (select all that apply)

Other No
Explain
Measurable Objectives Compared to a Tractional Course:
Check all that apply to this Distance Education course proposal:
The same standards of course quality identified in the course outline of record can be applied. Yes
The content identified in the course outline of record can be presented effectively and with the same degree of rigor.
Yes
A student can achieve the same goals and objectives identified in the course outline of record. No
The same assignments in the course outline of record can be completed by the student and graded by the instructor.
No
The same assessments and level of student accountability can be achieved. Yes

If there are any topics you did not choose, use the text box below to explain why. Yes
Explain

DE Course Interactions

Instructor-Student Interaction

Regular effective contact between the instructor and students in mandated in Title 5 for all Distance Education courses, regardless of whether the course is fully online or delivered as a hybrid. In the case of a hybrid, regular effective contract - initiated by the instructor-must occur in the online portion of the class. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the instructor-to-student contact be regular and effective? (select all that apply)

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency
  Each student will be emailed a minimum of once every two weeks.
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency
  Participate in 1 discussion board per week, and provide feedback to each student on a weekly basis.
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency
  Helpful feedback via rubrics on homework (once a week), quizzes, and exams (when administered: quizzes will be at least 5 times a semester and there will be two exams.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency
  A minimum of 1 announcement per week.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency
  At least once a semester.
- **Social networking:** *A social networking tool will be used to disseminate academic information and allow for student comments.*
  Frequency
  A minimum of 3 posts per semester on the VWT Facebook page.
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
  Frequency
  OFI and PO: Students will come to campus to reinforce, practice, and demonstrate vineyard operation lab skills (that they learned online) approximately 3 times per semester for a total of at least 27 hours of hands-on experience.

Student-Student Interaction

Regular interaction among students is also mandated in Title 5. This is necessary to design a collaborative, student-centered environment in which a community of learners is created. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the student-to-student contact be regular and effective? (select all that apply)

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  Frequency
  Weekly.
- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency
  A minimum of 8 per semester.
- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
  Frequency
  1 per semester.
- **Social networking:** *A social network tool will be used so students can communicate on course topics.*
  Frequency
  At least one Facebook group discussion per semester (VWT Facebook page).

Student-Content Interaction

All student activities, including assessments, should be aligned to the outcomes of, and objectives within, the course. They should be adapted from the course outline of record, and activities should also be designed to meet the needs of students with different learning styles. The content must cover all of the content detailed in the course outline of record. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will course content be presented? (select all that apply)

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency
  1 per week.
- **Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*
  Frequency
  1 per semester.
- **Written papers:** *Papers will be written on various topics.*
  Frequency
  1 per semester.
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  Frequency

1 per semester.

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency
  A minimum of 5 quizzes and 2 exams.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency
  16 asynchronous per semester.
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency
  A minimum of 5 short videos per semester.
- **Field Trips:** *Students will attend live or virtual field trips.*
  Frequency
  1 per semester.
- **Case studies:** *Students will evaluate real-world problems, situations, etc.*
  Frequency
  1 per semester.
- **Other:**
  Frequency
  1 per semester.
- **Other:**
  Frequency
  OFI and PO: Students will come to campus to reinforce, practice, and demonstrate vineyard operation lab skills (that they learned online) approximately 3 times per semester, for a total of at least 27 hours of hands-on experience.

Textbooks/Materials

Publisher Textbooks Yes
OER Textbooks No
Manuals/Periodicals No
Software No
Other No
Textbook

1. **Author(s)** Robert White
   Title Understanding Vineyard Soils
   Edition 2nd
   Publisher Oxford University Press
   ISBN-13
   Year 2015
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   Or Equivalent No
2. **Author(s)** Ted Goldhammer
   Title Grape Growers Handbook
   Edition ~~2nd~~ 3rd

Publisher Apex

ISBN-13

Year ~~2015~~ 2021

Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)

Or Equivalent No

3. **Author(s)** Marcus Keller

   Title The Science of Grapevines

   Edition ~~2nd~~ 3rd

   Publisher Academic Press

   ISBN-13

   Year ~~2015~~ 2020

   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)

   Or Equivalent _ No

4. **Author(s)** _ Alex Maltman

   Title _ Vineyards, Rocks, and Soils: The Wine Lover's Guide to Geology

   Edition _ 1st

   Publisher _ Oxford University Press

   ISBN-13 _

   Year _ 2018

   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _

   Relevant text. Most current edition.

   Or Equivalent No

OER

Manual

Software

Other Learning Materials

Other Materials Required of Students

v

1. **Enter Required Material**

   Industry standard, professional grade vine pruning shears

2. **Enter Required Material** _

   Students must wear appropriate footwear in the vineyard

Library

Sufficient Resources Yes

Additional Resources Needed

New Databases Needed

Other

General Education/Transfer Request

This course has a GE component Yes
Transferability
CSU transfer Yes

- Transfers to CSU
  Comments
  New Request ~~No~~ Yes
  Already Approved No
  Effective Semester

Cal-GETC No

- Transfers to CSU
  Comments
  New Request ~~No~~ Yes
  Already approved substantial change No
  Already approved unsubstantial change No
  Effective Semester

UC transfer No

- Transfers to CSU
  Comments
  New Request ~~No~~ Yes
  Already approved substantial change No
  Already approved unsubstantial change No
  Effective Semester

C-ID proposal No
C-ID
Las Positas College GE No

- Transfers to CSU
  Comments
  New Request ~~No~~ Yes
  Already approved substantial change No
  Already approved unsubstantial change No
  Effective Semester

CSU GE No

- Transfers to CSU
  Comments
  New Request ~~No~~ Yes
  Already approved substantial change No
  Already approved unsubstantial change No
  Effective Semester

CSU American Institutions No

- Transfers to CSU

Comments
New Request ~~No~~ Yes
Already approved substantial change No
Already approved unsubstantial change No
Effective Semester

IGETC No

- Transfers to CSU
  Comments
  New Request ~~No~~ Yes
  Already approved substantial change No
  Already approved unsubstantial change No
  Effective Semester

Other articulation requests/comments No

Course Articulation

Submit for Course-to-Course Articulation (new requests only) No
Course Articulation

Supporting Documents

Attached File

Codes and Dates

Course Codes
Originator Everett, David

Origination Date
~~08~~ 11 /06/ ~~2021~~ 2023

Proposal Type
Course Modification

Parent Course
No Previous Course

Entry of Special Dates

- CC Approval

  ~~12~~ 03 / ~~01~~ 06 / ~~2003~~ 2024

Instructional Services
Effective Term Fall ~~2016~~ 2025

Implementation Date
08/ ~~17~~ 15 / ~~2016~~ 2025

UC Approval Date

CSU Approval Date

Course CB Codes

CB00: State ID

CCC000368385

CB03: TOP Code

010400 - Viticulture, Enology and Wine Business

CIP Code

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

B - Transferable to CSU only.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

C - Clearly Occupational

CB10: Cooperative Work Experience

N - Is not part of a cooperative work experience education program.

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CB13: Special Class Status

N - Course is not a special class.

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Y - Not applicable

CB22: Non Credit Course Category

CB23: Funding Agency Category

Y - Not Applicable (funding not used to develop course)

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

   Y.   Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

Comparison

Course Modification: VWT 33 - Summer Viticulture Operations

> Course Modification: VWT 33 - Summer Viticulture Operations (Approved - Implemented 08-15-2025)
>
> compared with
>
> VWT 33 - Summer Viticulture Operations (Active - Implemented 08-15-2018)

Cover

Subject VWT

Course Number 33

Course Title Summer Viticulture Operations

Effective Term ~~Fall~~ Summer ~~2018~~ 2025

TOP Code 0104.00 - Viticulture, Enology and Wine Business*

Basic Skills Status N - Not Basic Skills

SAM Priority Code D - Possibly Occupational

Prior Transfer Level Y - Not applicable

Catalog Description

This course covers vineyard practices for the summer session. The class will manage the Las Positas College Campus Hill vineyard, with an emphasis on the practical applications of viticulture theory including vine training, canopy management, assessment of insect and disease problems specific to the appellation, irrigation applications relating to soil and leaf moisture and crop estimation.

Material fees apply to this course?

This course is part of a new program No

Enter program name

This course is part of an existing program(s) No

Course Equivalency

Is this course part of a family No

Is this course shared with Chabot? No

Is there an equivalent course at Chabot? No

1. **Course** 0 0

Units/Hours

CB04: Credit Status D - Credit - Degree Applicable

CB22: Non Credit Course Category

Select here if this course will have variable units No
Instructional Categories (check all that apply)
Lecture Yes
Min Units 0.500
Max Units 0.000
Lab Yes
Min Units 0.500
Max Units 0.000
Work Experience No
Min Units 0.000
Max Units 0.000
Instructional Categories (check all that apply)
Lecture No
Min Hours
Max Hours
Lab No
Min Hours
Max Hours
Work Experience No
Min Hours
Max Hours
No Unit Value Lab No
TOTALS
Calculations

Lecture Hours	9
Lab Hours	27
Inside of Class Hours	36
Outside of Class Hours	18

Number of times a course can be taken for credit. 1
Justification for Repeatability
Course Grading Optional

Cross Listing

This course is part of the following cross listing
Additional Cross Listing Information

Credit for Prior Learning

Credit for Prior Learning No
Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.
Credit-by-Exam No
Credit-by-Portfolio No
Please list the requirements/criteria/possible materials for a student to submit in their portfolio.

Curriculum Committee Approval Date

Effective Term

Credit-by-Military-JST No

Please list the ACE course(s) equivalent to this course

Curriculum Committee Approval Date

Effective Term

Credit-by-Industry-Recognized-Training No

Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.

Curriculum Committee Approval Date

Additional Detail (List articulated courses, etc.) No

Please list the articulated courses. Also, we ask that you upload any relevant docs (e.g., exams) via Attached Files.

Curriculum Committee Approval Date

Effective Term

Curriculum Committee Approval Date

Effective Term

Discipline Placement

Minimum Qualification

1. **Minimum Qualification** Agricultural Production
   Interdisciplinary
   Condition

Agricultural Production

(Animal science, plant science, beekeeping, aquaculture)

Measurable Objectives

Objectives

Upon completion of this course, the student should be able to:

1. **Group Title** ~~plan~~ Plan and implement a vineyard canopy management program;
2. **Group Title** ~~assess~~ Assess ~~insect population~~ pests and apply control and/or preventative methods as appropriate;
3. **Group Title** ~~assess~~ Assess disease incidence and apply control and/or preventative methods as appropriate;
4. **Group Title** ~~describe~~ Describe vineyard floor management practices;
5. **Group Title** ~~assess~~ Assess and repair irrigation system failures;
6. **Group Title** ~~program~~ Program and operate an irrigation system;
7. **Group Title** ~~assess~~ Assess bird pressure and apply control and/or preventative methods as appropriate;
8. **Group Title** ~~perform~~ Perform cultural practices that will improve grape quality;
9. **Group Title** ~~follow~~ Follow prescribed formulas to accurately estimate crop levels;

10. **Group Title** ~~collected~~ Collected data using evaluative methods and equipment to determine fruit ripeness parameters including pH, degrees brix, titratable acidity and sensory assessments;

11. **Group Title** ~~prepared~~ Prepare for fruit harvest.

Course Content

Lecture Content

1. Canopy management practices
    1. ~~Lecture: the~~ The canopy microclimate
    2. ~~Lab: bud removal, shoot thinning and shoot tucking~~

2. ~~Insect population~~ Pest evaluation and control methods
3. Disease incidence evaluation and control methods
4. Vineyard floor management practices
    1. ~~Lecture:~~ Types of weeds, beneficials ~~,~~ and cover crops

    2. ~~Lab: vineyard weed identification and removal~~
5. The irrigation system
    1. ~~Lecture:~~ Irrigation materials, preparation and installation

    2. ~~Lab: irrigation system repairs~~
6. Irrigation scheduling and system operation
    1. ~~Lecture:~~ The irrigation controller

    2. ~~Lab:~~ ~~programing~~ and ~~the~~ setting up irrigation ~~controller~~ schedules
7. Bird population evaluation and control methods
    1. ~~Lecture:~~ Bird pressure

    2. ~~Lab: installing bird netting~~
8. Cultural practices for quality grape production
9. Estimating crop levels
10. Fruit ripeness parameters and evaluation methods
    1. ~~Lecture:~~ Types ~~what~~ of ~~are~~ equipment and how to use them

11. Harvest preparation

Lab Content

1. Canopy management practices

    1. Bud removal, shoot thinning and shoot tucking

2. Pest evaluation and control methods

3. Disease incidence evaluation and control methods

4. Vineyard floor management practices

    1. Vineyard weed identification and removal

5. The irrigation system

    1. Irrigation system repairs

    2. Programming the irrigation controller

6. Bird population evaluation and control methods

    1. Assessing bird pressure

    2. Installing bird netting and/or other abatements

7. Perform summer cultural practices for quality grape production

8. Estimate crop levels

9. Fruit ripeness parameters ? and evaluation methods

    1. ~~Lab: using~~ Use a refractomer and pH meter in the vineyard
10. Harvest ~~prepartion~~ preparation

~~Lab Content~~ -
Work Experience Content

Methods of Instruction

Check all that apply:

- Audio-visual Activity
  Comments
- Classroom Activity
  Comments
  Student hands-on activities

- Demonstration
  Comments
- Discussion
  Comments
- Field Trips
  Comments
- Lecture
  Comments

Other No

Equity Based Curriculum

- ␣ [Course Content](#)
  [Address](#) ␣
  [Contributions to the field from diverse communities included](#)

Typical Assignments

Typical Assignments

1. **Assignment Type**
   Add Assignment
   1. Read Chapter 16 in your textbook.
   2. Write a 3 page paper on how evapotranspiration data assists in irrigation scheduling.
   3. Collect at least 3 leaf samples from any vineyard and prepare a compound microscope to view the stomata in class.
   4. Using the supplied materials of pvc glue, primer, pvc piping, and fittings, complete a secure and successful bond of piping to misc. fittings.

Legacy Text

1. Read Chapter 16 in your textbook.

2. Write a 3 page paper on how evapotranspiration data assists in irrigation scheduling.

3. Collect at least 3 leaf samples from any vineyard and prepare a compound microscope to view the stomata in class.

4. Using the supplied materials of pvc glue, primer, pvc piping, and fittings, complete a secure and successful bond of piping to misc. fittings.

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**

Upon completion of VWT 33, students should be able to identify and explain the functions of the components that make up a working vineyard irrigation
system including PVC piping and fittings, low voltage valves, filters, tubing, emitters and the system controller.

This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

This SLO maps to the following Program Student Learning Outcomes (PSLOs), please check all that apply:

2. **Outcome Text**

Upon completion of VWT 33, students should be able to identify the external, structural components of a modern trellis system trained grape vine.

This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

This SLO maps to the following Program Student Learning Outcomes (PSLOs), please check all that apply:

Requisites/Requisite Validation

Requisites

1. **Requisite Type** Recommended Course Preparation
   Subject VWT (Viticulture)
   Requisite Course VWT 10 - Introduction to Viticulture(Active)
   Non Course Requirements
   Min Grade C
   Comments
   Requisite Validation Skills Analysis
   Skills Analysis
   Requisite Course Objective(s)

   - ~~discuss the importance of grapes in world history~~
     ~~Degree of Importance - Not Necessary~~
   - ~~- explain the impact that California has had on global wine grape production~~
     ~~Degree of Importance - Recommended~~
   - - describe grapevine biology and physiology
     Degree of Importance Required
   - identify the above and below ground components of the grape vine throughout the seasonal intervals of grape vine development
     Degree of Importance Required
   - ~~- distinguish between specific grape varieties and how they can be utilized in various production programs~~
     ~~Degree of Importance - Recommended~~
   - illustrate the importance of the relationship of soil and climate relative to quality grape and wine production
     Degree of Importance Required
   - evaluate and manage the seasonal specific requirements of the vineyard and apply the appropriate cultural practices
     Degree of Importance Required

- interpret the harvest process from planning through processing
  Degree of Importance Recommended
- ~~analyze the basic tenets of winemaking~~
  ~~**Degree of Importance** - Required~~

Catalog View Recommended Course Preparation: VWT 10 with a minimum grade of C

Methods of Evaluation

Methods
Typical classroom assessment techniques include the following. Please address frequency in the text areas once method is selected.

- Exams/Tests
  Frequency
  At least two exams/tests/quizzes per semester
- Quizzes
  Frequency
  At least two exams/tests/quizzes per semester
- Papers
  Frequency
  Weekly
- Field Trips
  Frequency
- Weekly ~~Group~~ trips ~~Projects~~
  ~~**Frequency**~~ to
  vineyard
- Class Participation
  Frequency
  Weekly
- Home Work
  Frequency
  Weekly
- ~~Final~~ Lab ~~Performance~~ Activities
  Frequency
  Weekly

Other No
Please Explain
Legacy Frequency

1. ~~At least two exams/tests/quizzes per semester~~

2. ~~At least one written paper (approximately 2-4 pages) per semester~~

3. ~~At least one field trip off campus~~

4. ~~one group project per semester~~

5. ~~Daily class participation~~

6. ~~Weekly homework~~

7. ~~Final presentation of group project~~

Distance Education

Does (or will) this course have a DE component?
Curriculum Committee Approval Date
Effective Term
I have reviewed the measurable objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.
I have consulted with other discipline faculty regarding the creation of a DE addendum for this course.
I have consulted with my Dean regarding the creation of a DE addendum for this course.
Delivery Methods
The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)

Explain why this course should be offered in Distance Education mode.
Explain how the decision was made to offer this course in a Distance Education mode.
Emergency Delivery Methods
This section is for a course which would be taught in a DE format ONLY in the case of an emergency. Do NOT select this area if the course can be taught fully online in DE format under usual circumstances. Determine which method of DE instruction is best suited for the course in the case of an emergency.

If you selected only Emergency Delivery methods, please explain why this course should be taught in a DE format ONLY in the case of an emergency and not under usual circumstances.
Accessibility
All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with disabilities. It is recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

Other No
Explain
Syllabus
Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that

instructor expectations surrounding interaction and participation are present. The choices here represent those expectations. It is recommended to choose all of them. The syllabus for this DE course will include information outlining expectations regarding: (select all that apply)

Other No

Explain

Measurable Objectives Compared to a Tractional Course:

Check all that apply to this Distance Education course proposal:

The same standards of course quality identified in the course outline of record can be applied. No

The content identified in the course outline of record can be presented effectively and with the same degree of rigor.
No

A student can achieve the same goals and objectives identified in the course outline of record. No

The same assignments in the course outline of record can be completed by the student and graded by the instructor.
No

The same assessments and level of student accountability can be achieved. No

If there are any topics you did not choose, use the text box below to explain why. No

Explain

DE Course Interactions

Instructor-Student Interaction
Regular effective contact between the instructor and students in mandated in Title 5 for all Distance Education courses, regardless of whether the course is fully online or delivered as a hybrid. In the case of a hybrid, regular effective contract - initiated by the instructor-must occur in the online portion of the class. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the instructor-to-student contact be regular and effective? (select all that apply)

Student-Student Interaction
Regular interaction among students is also mandated in Title 5. This is necessary to design a collaborative, student-centered environment in which a community of learners is created. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the student-to-student contact be regular and effective? (select all that apply)

Student-Content Interaction
All student activities, including assessments, should be aligned to the outcomes of, and objectives within, the course. They should be adapted from the course outline of record, and activities should also be designed to meet the needs of students with different learning styles. The content must cover all of the content detailed in the course outline of record. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among

students, either synchronously or asynchronously, will be achieved. In what ways will course content be presented? (select all that apply)

Textbooks/Materials

Publisher Textbooks Yes
OER Textbooks No
Manuals/Periodicals No
Software No
Other No
Textbook

1. **Author(s)** Ted Goldhammer
   Title Grape Growers Handbook
   Edition ~~2nd~~ 3rd
   Publisher Apex
   ISBN-13
   Year ~~2015~~ 2021
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   Or Equivalent No
2. **Author(s)** Robert White
   Title Understanding Vineyard Soils
   Edition 2nd
   Publisher Oxford University Press
   ISBN-13
   Year 2015
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   Or Equivalent No
3. **Author(s)** Marcus Keller
   Title The Science of Grapevines
   Edition ~~2nd~~ 3rd
   Publisher Academic Press
   ISBN-13
   Year ~~2015~~ 2020
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   Or Equivalent No

OER

Manual

Software

Other Learning Materials

Other Materials Required of Students

v

1. **Enter Required Material**
   Due to the outdoor, summer working environment ~~offered by this class, having~~ appropriate outdoor wear (boots, gloves and hat) is strongly recommended
2. **Enter Required Material**
   Professional grade pruning shears

Library

Sufficient Resources Yes
Additional Resources Needed
New Databases Needed
Other

General Education/Transfer Request

This course has a GE component Yes
Transferability
CSU transfer Yes

- Transfers to CSU
  Comments
  New Request ~~No~~ Yes
  Already Approved No
  Effective Semester

Cal-GETC No

- Transfers to CSU
  Comments
  New Request ~~No~~ Yes
  Already approved substantial change No
  Already approved unsubstantial change No
  Effective Semester

UC transfer No

- Transfers to CSU
  Comments
  New Request ~~No~~ Yes
  Already approved substantial change No
  Already approved unsubstantial change No
  Effective Semester

C-ID proposal No
C-ID
Las Positas College GE No

- Transfers to CSU
  Comments
  New Request ~~No~~ Yes

Already approved substantial change No
Already approved unsubstantial change No
Effective Semester

CSU GE No

- Transfers to CSU
  Comments
  New Request ~~No~~ Yes
  Already approved substantial change No
  Already approved unsubstantial change No
  Effective Semester

CSU American Institutions No

- Transfers to CSU
  Comments
  New Request ~~No~~ Yes
  Already approved substantial change No
  Already approved unsubstantial change No
  Effective Semester

IGETC No

- Transfers to CSU
  Comments
  New Request ~~No~~ Yes
  Already approved substantial change No
  Already approved unsubstantial change No
  Effective Semester

Other articulation requests/comments No

Course Articulation

Submit for Course-to-Course Articulation (new requests only) No
Course Articulation

Supporting Documents

Attached File

Codes and Dates

Course Codes
Originator Everett, David

Origination Date
~~08~~ 11 / ~~02~~ 06 / ~~2017~~ 2023

Proposal Type
Course Modification

Parent Course

No Previous Course

Entry of Special Dates

- Board of Trustees

   01/16/2018

- CC Approval

   ~~12~~ 03 / ~~04~~ 06 / ~~2017~~ 2024

Instructional Services

Effective Term ~~Fall~~ Summer ~~2018~~ 2025

Implementation Date

08/15/ ~~2018~~ 2025

UC Approval Date

CSU Approval Date

Course CB Codes

CB00: State ID

CCC000589267

CB03: TOP Code

010400 - Viticulture, Enology and Wine Business

CIP Code

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

B - Transferable to CSU only.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

D - Possibly Occupational

CB10: Cooperative Work Experience

N - Is not part of a cooperative work experience education program.

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

CB23: Funding Agency Category

Y - Not Applicable (funding not used to develop course)

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS
C O L L E G E

Course Modification: VWT 41 - Fall Winery Operations

Course Modification: VWT 41 - Fall Winery Operations (Approved - Implemented 08-15-2025)
compared with

VWT 41 - Fall Winery Operations (Active - Implemented 07-20-2016)

Cover

Subject VWT
Course Number 41
Course Title Fall Winery Operations
Effective Term Fall ~~2016~~ 2025
TOP Code 0104.00 - Viticulture, Enology and Wine Business*
Basic Skills Status N - Not Basic Skills
SAM Priority Code C - Clearly Occupational
Prior Transfer Level Y - Not applicable
Catalog Description

This class has a strong emphasis on the practical applications of winery operations. Students will be involved in the ~~grape~~ harvest, crush, and processing of grapes from the ~~annual LPC~~ Campus Hill Vineyard ~~harvest,~~ for ~~putting~~ wines ~~into~~ produced ~~action~~ by the Campus Hill Winery at Las Positas College. Students will gain experience with winery operations for the fall season including ~~the~~ planning, managing and ~~implementation of~~ implementing harvest ~~;~~ ; monitoring grape maturity ~~monitoring,~~ ; press pad equipment operation and safety ~~;~~ ; handling must and juices ~~;~~ ; alcoholic and malolactic fermentation ~~disciplines,~~ ; sensory and laboratory analysis ~~;~~ ; handling and storage of new wines ~~;~~ ; maintenance of wines from previous vintages ~~;~~ ; winery sanitation ~~;~~ ; forklift safety and operation ; and general cellar practices.

Students under the age of 21 must have a declared major of either viticulture and/or enology to participate in any tasting activities as stated in the California State Assembly Bill 1989.
Material fees apply to this course?
This course is part of a new program No
Enter program name
This course is part of an existing program(s) No

Course Equivalency

Is this course part of a family No

Is this course shared with Chabot? No
Is there an equivalent course at Chabot? No

1. **Course** 0 0

Units/Hours

CB04: Credit Status D - Credit - Degree Applicable

CB22: Non Credit Course Category

Select here if this course will have variable units No

Instructional Categories (check all that apply)

Lecture Yes

Min Units 2.000

Max Units 0.000

Lab Yes

Min Units 1.000

Max Units 0.000

Work Experience No

Min Units 0.000

Max Units 0.000

Instructional Categories (check all that apply)

Lecture No

Min Hours

Max Hours

Lab No

Min Hours

Max Hours

Work Experience No

Min Hours

Max Hours

No Unit Value Lab No

TOTALS

Calculations

Lecture Hours	36
Lab Hours	54
Inside of Class Hours	90
Outside of Class Hours	72

Number of times a course can be taken for credit. 1

Justification for Repeatability

Course Grading Optional

Cross Listing

This course is part of the following cross listing

Additional Cross Listing Information

Credit for Prior Learning

Credit for Prior Learning No

Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.

Credit-by-Exam No

Credit-by-Portfolio No

Please list the requirements/criteria/possible materials for a student to submit in their portfolio.

Curriculum Committee Approval Date

Effective Term

Credit-by-Military-JST No

Please list the ACE course(s) equivalent to this course

Curriculum Committee Approval Date

Effective Term

Credit-by-Industry-Recognized-Training No

Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.

Curriculum Committee Approval Date

Additional Detail (List articulated courses, etc.) No

Please list the articulated courses. Also, we ask that you upload any relevant docs (e.g., exams) via Attached Files.

Curriculum Committee Approval Date

Effective Term

Curriculum Committee Approval Date

Effective Term

Discipline Placement

Minimum Qualification

1. **Minimum Qualification** Agricultural Production
   Interdisciplinary
   Condition

Agricultural Production

(Animal science, plant science, beekeeping, aquaculture)

Measurable Objectives

Objectives
Upon completion of this course, the student should be able to:

1. **Objective Text**
   Describe safe laboratory practices and procedures
2. **Objective Text**
   Describe the procedures that insure proper winery sanitation
3. **Objective Text**
   Identify and explain the operations of standard wine analysis equipment
4. **Objective Text**

Name the basic chemicals used in wine production

5. **Objective Text**

   Describe how to evaluate wine grapes pre-harvest

6. **Objective Text**

   Describe how to handle and evaluate wine grapes post-harvest

7. **Objective Text**

   Explain the proper procedures involved with the harvesting of wine grapes

8. **Objective Text**

   Identify winemaking equipment and machinery and explain the proper procedures required for the safe operation of the equipment and machinery

9. **Objective Text**

   Describe the varied processes involved in the production of red and white wines

10. **Objective Text**

    Accurately describe the chemical and sensory traits of wines

11. **Objective Text**

    inspect and maintain wines in the cellar and recommend wine maintenance operations

12. **Objective Text**

    Inspect and maintain equipment used in winery operations

13. **Objective Text**

    Explain how to keep and maintain up-to-date winery records

Course Content

Lecture Content

1. Introduction to Fall Winery Operations

   1. Harvest preparation

   2. Harvest

   3. Receiving fruit

   4. Destemming, crushing

   5. Pressing

   6. Fermentation

2. Review of Spring Winery Operations

   1. Aging (Barrel/tank)

   2. Stabilizing wines

      3. <u>Bottling</u>

3. <u>Winery equipment operation, maintenance, and repair</u>

      1. <u>Safe start-up, operation, and shut down of winery equipment</u>

      2. <u>Equipment safety protocols</u>

4. Review of basic ~~winery~~ <u>wine</u> chemistry

      1. <u>Brix</u>

      2. <u>Fermentation process</u>

5. <u>Field measurements</u>

      1. <u>Analysis equipment</u>

      2. <u>Brix</u>

      3. <u>Titratable Acidity (TA)</u>

      4. <u>pH</u>

6. Winery Chemicals

      1. <u>Chemicals for Wine Analysis</u>

      2. <u>Chemicals for Winery Sanitation</u>

      3. <u>Chemicals for Wine Vessel Sanitation</u>

7. Winery laboratory Safety

      1. <u>PPE</u>

     2. <u>Safe Handling, Storage and Disposal of Chemicals</u>

8. Winery sanitation and safety

     1. <u>Equipment Sanitation</u>

     2. <u>Winery Floor and Drains Sanitation</u>

     3. <u>PPE</u>

9. Review of analytical methods

     1. <u>pH Meter Calibration and Measurements</u>

     2. <u>SO2 Sulfilizer Measurements (Free and Total SO2)</u>

     3. <u>Auto Titrator Calibration and Measurements</u>

          1. <u>Titratable Acidity</u>

          2. <u>Free and Total SO2</u>

     4. <u>Malolactic Fermentation Progress Monitoring</u>

          1. <u>Paper Chromatography</u>

10. Review of basic wine production

     1. <u>Harvest</u>

     2. <u>Receiving Fruit</u>

     3. <u>Destemming and Crushing</u>

     4. <u>Fermentation</u>

     5. <u>Pressing</u>

11. Wine grape evaluation and handling pre-harvest

1. Brix/Ripeness Assessments

2. Methods to Determine Vineyard Block Ripeness

3. Measuring pH and TA in the Field

12. Wine grape evaluation handling post-harvest

   1. Harvest Container Choices

   2. Weighing Fruit and Creating a Weight Tag

13. Wine grape harvest operations

   1. Assessing Potential Grape Pests

   2. Field Sorting

14. Basic wine production

   1. Whole Clusters or Desteming Decisions

   2. Loading Fruit into the Grape Elevator

   3. Adjusting the Level of Destemming

   4. Fruit Sorting on the Conveyor Belt

   5. To Crush or Not to Crush

   6. Must: Methods and Practices of Pre and Post Fermentation Maceration

   7. Pressing Using a Pneumatic Press

   8. Moving Wine into Various Aging Vessels

15. Sensory evaluation of wine

   1. How to Taste "unfinished" Wine

2. <u>Quality Assessment of Wines Through ALL Stages of Production</u>

3. <u>Identification of Flaws and Faults</u>

16. On-going maintenance of wines from previous vintages

1. <u>Barrel Management Practices</u>

2. <u>Measuring SO2</u>

3. <u>Topping</u>

4. <u>Racking</u>

17. Routine cellar practices and operations

1. <u>Blending Wines</u>

2. <u>On-Going Sensory Analysis of Wines in Barrel and Tank</u>

18. Barrel and tank maintenance

1. <u>Cleaning and Sanitizing Protocols for Each Type of Vessel</u>

19. <u>Long Term</u> Wine ~~storage;~~ <u>Storage</u> ~~case,~~ <u>Methods</u>

1. <u>Case</u> ~~tank,~~ <u>Goods</u>

2. <u>Wines</u> ~~barrel~~ <u>in Tank</u>

3. <u>Wines in Barrel</u>

4. <u>Wines in Glass</u>

5. <u>Wines is Concrete</u>

20. Winery equipment operations, maintenance and repair

1. <u>Destemmer</u>

2. [Vibrating Sorter](#)

3. [Sorting Conveyor Belt](#)

4. [Roller Crusher](#)

5. [Pneumatic Press](#)

6. [Various Pumps](#)

7. [Hose Management](#)

21. Record keeping

    1. [Winery Compliance](#)

Lab Content
Work Experience Content

Methods of Instruction

Check all that apply:

- Audio-visual Activity
  Comments
  Media presentations
- Classroom Activity
  Comments
  hands-on activities are specific to topics covered in classroom meetings
- Discussion
  Comments
  Field demonstration and discussion
- Field Trips
  Comments
  to local wineries; led by key winery personnel
- Guest Lecturers
  Comments
  Local industry professionals
- [Lab](#)
  [**Comments**](#)
  [hands-on training and practice](#)
- Lecture
  Comments
- Observation
  Comments

Other No

Equity Based Curriculum

- ‎ DE Course Interaction
  Address ‎
  Regular and substantive interaction between student-student and faculty-student
- ‎ Course Content
  Address ‎
  Written and verbal skills instruction provided. Faculty demonstration of skills. Student participation in skills as able.

Typical Assignments

Typical Assignments

1. **Assignment Type**
   Add Assignment
   ~~A.~~

   1. Weekly reading assignments in the text related to lecture or field topics

      ~~B~~ . For example, Read Chaper 5

   2. Homework assignments weekly

      ~~C.~~

   3. Participation ~~on~~ in field trips to specified locations

      ~~D.~~

      1. local vineyards

      2. local wine production facilities

   4. Apply appropriate winery equipment handling procedures to seasonally available materials in fermentation room

Legacy Text
~~A.~~

1. Weekly reading assignments in the text related to lecture or field topics

    B . For example, Read Chaper 5

2. Homework assignments weekly

    C.

3. Participation on in field trips to specified locations

    D.

        1. local vineyards

        2. local wine production facilities

4. Apply appropriate winery equipment handling procedures to seasonally available materials in fermentation room

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
    Upon completion of VWT 41, students should be able to demonstrate a working knowledge for "racking" wine.
    This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

    This SLO maps to the following Program Student Learning Outcomes (PSLOs), please check all that apply:

2. **Outcome Text**
    Upon completion of VWT 41, students should be able to demonstrate a working knowledge of the fermentation process.
    This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

    This SLO maps to the following Program Student Learning Outcomes (PSLOs), please check all that apply:

Requisites/Requisite Validation

Requisites

1. **Requisite Type** Recommended Course Preparation
    Subject VWT (Viticulture)
    Requisite Course VWT 20 - Introduction to Enology(Active)
    Non Course Requirements
    Min Grade C
    Comments
    Requisite Validation Skills Analysis
    Skills Analysis
    Requisite Course Objective(s)

    - characterize grape varieties used for wine production;
      Degree of Importance Recommended
    - explain traditional European wine styles and how they might differ from domestic wine styles;
      Degree of Importance Recommended
    - provide an objective assessment of wine including wines that are actively fermenting, unfinished, finished, young, aged, flawed and sound using a learned method of sensory evaluation;
      Degree of Importance Required
    - outline the process of fermentation;
      Degree of Importance Required
    - detail the specifics of fermentation chemistry including yeast and bacterial driven fermentations;
      Degree of Importance Required
    - describe grape processing and the equipment used for crushing and pressing;
      Degree of Importance Required
    - explain the processing options of pre and post fermentation treatment of wines;
      Degree of Importance Required
    - detail the vessel options for wine storage and aging;
      Degree of Importance Required
    - describe the pre-bottling practices of wine racking, filtration, and fining;
      Degree of Importance Required
    - describe winery sanitation practices and winery safety protocols;
      Degree of Importance Required
    - analyze the smell and taste of wine using organoleptic skills.
      Degree of Importance Recommended

Catalog View Recommended Course Preparation: VWT 20 with a minimum grade of C

Methods of Evaluation

Methods
Typical classroom assessment techniques include the following. Please address frequency in the text areas once method is selected.

- Exams/Tests

      Frequency

         At least two exams/tests/quizzes per semester

- Quizzes

      Frequency

         At least two exams/tests/quizzes per semester

- Projects

      Frequency

         One industry related group project per semester

- Class Participation

      Frequency

         Regular participation in weekly activities

- Home Work

      Frequency

         Weekly homework assignments

- Lab Activities

      Frequency

         Active participation in weekly lab activities monitored by instructor

- Final Performance

      Frequency

         Individual performance of fall winery operation skills

Other No

Please Explain

Legacy Frequency

1. ~~Two or more written examinations, evenly spaced~~

2. ~~Two or more practical examinations, evenly spaced~~

3. ~~Short written or practical quizzes at the instructor's discretion~~

4. ~~Reading and writing homework assignments given weekly~~

5. ~~Weekly labs to develop winery skills~~

Distance Education

Does (or will) this course have a DE component? Yes

Curriculum Committee Approval Date

Effective Term

I have reviewed the measurable objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.

I have consulted with other discipline faculty regarding the creation of a DE addendum for this course.

I have consulted with my Dean regarding the creation of a DE addendum for this course.

Delivery Methods

The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)

- **Fully Online (FO):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by only materials and activities delivered through the college's learning management system, and through the use of other required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes.*
- **Online with the Flexible In-Person Component (OFI):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by online materials and activities delivered through the college's learning management system, and through the use of other required materials. Approved instructional contact hours are delivered through online interaction supplemented by required in-person assessment or activities that are available at approved locations during a specific range of time.*
- **Partially Online:** *Also known as hybrid: Instruction involving regular and effective online interaction for some portion of the approved contact hours that takes place synchronously or asynchronously and is supported by materials and activities delivered in person and online through the college's learning management system, and through the use of other required materials. Any portion of a class that is delivered online follows a separate approval and meets the regular and effective contact regulation. The schedule of classes indicates dates, times and locations of in-person meetings.*

Explain why this course should be offered in Distance Education mode.

FO only during an emergency was selected only because we feel that there has to be a way to offer the course even in case of an emergency that precludes students from coming to campus, so that students in the program are not prolonging their academic career due to an emergency beyond their control.

Winery operation lab skills, however, should be reinforced, practiced, and demonstrated in-person, except during emergencies. In-person lab skills could be reinforced, practiced, and demonstrated through either flexible in-person time or scheduled time.

Explain how the decision was made to offer this course in a Distance Education mode.

I had a robust conversation with my faculty, colleagues, alumni, my Dean and my Advisory Board; all encouraged to transition the LECTURE content to online to increase access and bolster enrollments.

Emergency Delivery Methods

This section is for a course which would be taught in a DE format ONLY in the case of an emergency. Do NOT select this area if the course can be taught fully online in DE format under usual circumstances. Determine which method of DE instruction is best suited for the course in the case of an emergency.

If you selected only Emergency Delivery methods, please explain why this course should be taught in a DE format ONLY in the case of an emergency and not under usual circumstances.

Accessibility

All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here

represent the basic actions to complete that will help make your course accessible to students with disabilities. It is recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

- Closed captioning for videos.
- Transcription for audio.
- Alt-text/ tags for images.
- Utilizing headers/styles for text formatting to make web pages accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.

Other No
Explain
Syllabus
Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that instructor expectations surrounding interaction and participation are present. The choices here represent those expectations. It is recommended to choose all of them. The syllabus for this DE course will include information outlining expectations regarding: (select all that apply)

Other No
Explain
Measurable Objectives Compared to a Tractional Course:
Check all that apply to this Distance Education course proposal:
The same standards of course quality identified in the course outline of record can be applied. Yes
The content identified in the course outline of record can be presented effectively and with the same degree of rigor.
Yes
A student can achieve the same goals and objectives identified in the course outline of record. No
The same assignments in the course outline of record can be completed by the student and graded by the instructor.
No
The same assessments and level of student accountability can be achieved. Yes
If there are any topics you did not choose, use the text box below to explain why. Yes
Explain

DE Course Interactions

Instructor-Student Interaction
Regular effective contact between the instructor and students in mandated in Title 5 for all Distance Education courses, regardless of whether the course is fully online or delivered as a hybrid. In the case of a hybrid, regular effective contract - initiated by the instructor-must occur in the online portion of the class. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or

asynchronously, will be achieved. In what ways will the instructor-to-student contact be regular and effective? (select all that apply)

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency
  Each student will be emailed a minimum of once every two weeks
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency
  Participate in 1 discussion board per week, and provide feedback to each student on a weekly basis.
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency
  Helpful feedback via rubrics on homework (once a week), quizzes, and exams (when administered): quizzes will be at least 5 times a semester and there will be two exams
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency
  A minimum of 1 announcement per week.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency
  At least once a semester
- **Social networking:** *A social networking tool will be used to disseminate academic information and allow for student comments.*
  Frequency
  A minimum of 3 posts per semester on the VWT Facebook page
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
  Frequency
  OFI and PO: Students will come to campus to reinforce, practice, and demonstrate winery operation lab skills (that they learned online) approximately 3 times per semester for a total of at least 27 hours of hands-on experience.

Student-Student Interaction

Regular interaction among students is also mandated in Title 5. This is necessary to design a collaborative, student-centered environment in which a community of learners is created. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the student-to-student contact be regular and effective? (select all that apply)

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  Frequency
  Weekly

- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency
  A minimum of 8 per semester
- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
  Frequency
  1 per semester
- **Social networking:** *A social network tool will be used so students can communicate on course topics.*
  Frequency
  At least one Facebook group discussion per semester (VWT Facebook page)

Student-Content Interaction

All student activities, including assessments, should be aligned to the outcomes of, and objectives within, the course. They should be adapted from the course outline of record, and activities should also be designed to meet the needs of students with different learning styles. The content must cover all of the content detailed in the course outline of record. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will course content be presented? (select all that apply)

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency
  1 per week
- **Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*
  Frequency
  1 per semester
- **Written papers:** *Papers will be written on various topics.*
  Frequency
  1 per semester
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  Frequency
  1 per semester
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency
  A minimum of 5 quizzes and 2 exams
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency
  16 asynchronous per semester
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency
  A minimum of 5 short videos per semester

- **Field Trips:** *Students will attend live or virtual field trips.*
  Frequency
  1 per semester
- **Case studies:** *Students will evaluate real-world problems, situations, etc.*
  Frequency
  1 per semester
- **Other:**
  Frequency
  ~~1 per semester~~
- ~~**Other:**~~
  ~~**Frequency**~~
  OFI and PO: Students will come to campus to reinforce, practice, and demonstrate winery operation lab skills (that they learned online) approximately 3 times per semester for a total of at least 27 hours of hands-on experience.
- **Other:**
  Frequency
  1 per semester

Textbooks/Materials

Publisher Textbooks Yes
OER Textbooks No
Manuals/Periodicals No
Software No
Other No
Textbook

1. **Author(s)** Kieron Atkinson, Jane Travis
    Title Winemaking: A Guide to Growing, Nurturing, and producing
    Edition 1st
    Publisher Crowood Press
    ISBN-13
    Year 2022
    Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
    Or Equivalent No
2. **Author(s)** Jamie Goode
    Title The Science of Wine: From Vine to Glass
    Edition 3rd
    Publisher University of California Press
    ISBN-13
    Year 2021
    Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
    Or Equivalent No
3. **Author(s)** John Considine, Elizabeth Frankish
    Title A Complete Guide to Quality in Small-Scale Wine Making
    Edition 1

Publisher Academic Press

ISBN-13

Year 2014

Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)

Or Equivalent No

4. **Author(s)** Miller, E.,

   Title Vintners Apprentice; An Insiders Guide to the Art and Craft of Wine Making

   Edition 1st

   Publisher Quarry Books

   ISBN-13

   Year 2011

   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)

   This textbook is an excellent platform of introductory and review materials for the enology student

   Or Equivalent No

5. **Author(s)** Dr. Yair Margalit,

   Title Winery Technology & Operations

   Edition 3rd

   Publisher The Wine Appreciation Guild

   ISBN-13

   Year 2012

   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)

   Current applicable text focusing on Winery Technology

   Or Equivalent No

OER

Manual

Software

Other Learning Materials

Other Materials Required of Students

v

1. **Enter Required Material**
   Chemistry goggles
2. **Enter Required Material**
   Slip resistant footwear

Library

Sufficient Resources Yes
Additional Resources Needed
New Databases Needed
Other

General Education/Transfer Request

This course has a GE component Yes
Transferability
CSU transfer Yes

- Transfers to CSU
  Comments
  New Request ~~No~~ Yes
  Already Approved No
  Effective Semester

Cal-GETC No

- Transfers to CSU
  Comments
  New Request ~~No~~ Yes
  Already approved substantial change No
  Already approved unsubstantial change No
  Effective Semester

UC transfer No

- Transfers to CSU
  Comments
  New Request ~~No~~ Yes
  Already approved substantial change No
  Already approved unsubstantial change No
  Effective Semester

C-ID proposal No
C-ID
Las Positas College GE No

- Transfers to CSU
  Comments
  New Request ~~No~~ Yes
  Already approved substantial change No
  Already approved unsubstantial change No
  Effective Semester

CSU GE No

- Transfers to CSU
  Comments
  New Request ~~No~~ Yes
  Already approved substantial change No
  Already approved unsubstantial change No
  Effective Semester

CSU American Institutions No

- Transfers to CSU

Comments
New Request ~~No~~ Yes
Already approved substantial change No
Already approved unsubstantial change No
Effective Semester

IGETC No

- Transfers to CSU
  Comments
  New Request ~~No~~ Yes
  Already approved substantial change No
  Already approved unsubstantial change No
  Effective Semester

Other articulation requests/comments No

Course Articulation

Submit for Course-to-Course Articulation (new requests only) No
Course Articulation

Supporting Documents

Attached File

Codes and Dates

Course Codes
Originator Everett, David

Origination Date
11/ ~~02~~ 04 / ~~2020~~ 2023

Proposal Type
Course Modification

Parent Course
No Previous Course

Entry of Special Dates

- Board of Trustees
  06/21/2016
- State Approval
  06/27/2016
- CC Approval
  ~~12~~ 03 / ~~01~~ 06 / ~~2003~~ 2024

Instructional Services
Effective Term Fall ~~2016~~ 2025

Implementation Date

~~07~~ 08 / ~~20~~ 15 / ~~2016~~ 2025

UC Approval Date

CSU Approval Date

Course CB Codes

CB00: State ID

CCC000351503

CB03: TOP Code

010400 - Viticulture, Enology and Wine Business

CIP Code

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

B - Transferable to CSU only.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

C - Clearly Occupational

CB10: Cooperative Work Experience

N - Is not part of a cooperative work experience education program.

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

CB23: Funding Agency Category

Y - Not Applicable (funding not used to develop course)

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y.   Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

Course Modification: VWT 42 - Spring Winery Operations

> ### Course Modification: VWT 42 - Spring Winery Operations (Approved - Implemented 08-15-2025)
>
> compared with
>
> ### VWT 42 - Winery Operations II (Active - Implemented 08-17-2016)

Cover

Subject VWT

Course Number 42

Course Title Spring Winery Operations ~~II~~

Effective Term Fall ~~2016~~ 2025

TOP Code 0104.00 - Viticulture, Enology and Wine Business*

Basic Skills Status N - Not Basic Skills

SAM Priority Code ~~E~~ D - ~~Non-~~ Possibly Occupational

Prior Transfer Level Y - Not applicable

Catalog Description

This ~~class~~ course has a strong emphasis on the practical applications of winery operations. Students will be involved in the on-going maintenance of wines produced ~~from~~ by the ~~annual LPC~~ Campus Hill ~~Vineyard~~ Winery ~~harvest,~~ at ~~putting~~ Las ~~into~~ Positas ~~action~~ College. Students will gain experience with winery operations for the spring season including ~~winery~~ equipment operation and safety, the handling and storage of new wines, barrel and tank monitoring, sensory and laboratory analysis, the planning, managing and implementation of bottling including blending trials, fining and filtering, label design and compliance, winery sanitation and record keeping.

~~2 hours lecture, 3 hours laboratory~~

Students under the age of 21 must have a declared major in either viticulture and/or enology to participate in any tasting activities as stated in California State Assembly Bill 1989

Material fees apply to this course?

This course is part of a new program No

Enter program name

This course is part of an existing program(s) No

Course Equivalency

Is this course part of a family No

Is this course shared with Chabot? No

Is there an equivalent course at Chabot? No

1. **Course** 0 0

Units/Hours

CB04: Credit Status D - Credit - Degree Applicable

CB22: Non Credit Course Category

Select here if this course will have variable units No

Instructional Categories (check all that apply)

Lecture Yes

Min Units 2.000

Max Units ~~2~~ 0 .000

Lab Yes

Min Units 1.000

Max Units ~~2~~ 0 .000

Work Experience No

Min Units 0.000

Max Units 0.000

Instructional Categories (check all that apply)

Lecture No

Min Hours

Max Hours

Lab No

Min Hours

Max Hours

Work Experience No

Min Hours

Max Hours

No Unit Value Lab No

TOTALS

Calculations

Lecture Hours	36
Lab Hours	54
Inside of Class Hours	90
Outside of Class Hours	72

Number of times a course can be taken for credit. 1

Justification for Repeatability

Course Grading Optional

Cross Listing

This course is part of the following cross listing

Additional Cross Listing Information

Credit for Prior Learning

Credit for Prior Learning No
Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.
Credit-by-Exam No
Credit-by-Portfolio No
Please list the requirements/criteria/possible materials for a student to submit in their portfolio.
Curriculum Committee Approval Date
Effective Term
Credit-by-Military-JST No
Please list the ACE course(s) equivalent to this course
Curriculum Committee Approval Date
Effective Term
Credit-by-Industry-Recognized-Training No
Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.
Curriculum Committee Approval Date
Additional Detail (List articulated courses, etc.) No
Please list the articulated courses. Also, we ask that you upload any relevant docs (e.g., exams) via Attached Files.
Curriculum Committee Approval Date
Effective Term
Curriculum Committee Approval Date
Effective Term

Discipline Placement

Minimum Qualification

1. **Minimum Qualification** Agricultural Production
   Interdisciplinary
   Condition

Agricultural Production

(Animal science, plant science, beekeeping, aquaculture)

Measurable Objectives

Objectives
Upon completion of this course, the student should be able to:

1. **Objective Text**
   Identify the multiple applications of basic winery chemicals
2. **Objective Text**
   List safe laboratory practices in detail
3. **Objective Text**
   Describe the practices and procedures for winery safety and sanitation
4. **Objective Text**

Outline routine wine analysis practices and procedures, including the required analysis equipment

5. **Objective Text**

Discuss the basic procedural standards of red and white wine production

6. **Objective Text**

Define appropriate wine sensory analysis procedures

7. **Objective Text**

Recall the on-going maintenance of wines

8. **Objective Text**

Explain the cause and effect of filtering, fining, and clarification of wines

9. **Objective Text**

Apply required bottling procedures that insure wine stability

10. **Objective Text**

~~Develop~~ Perform routine, seasonal winery operations safely

11. **Objective Text**

Explain barrel and tank maintenance procedures

12. **Objective Text**

Review the specifics of proper wine storage

13. **Objective Text**

Specify the standard winery equipment and the required upkeep, maintenance, and repair procedures

14. **Objective Text**

Exhibit proper winery record keeping

Course Content

Lecture Content

1. Review of ~~basic~~ Fall Winery Operations

    1. Vineyard Practices Including Harvest

    2. Receiving Fruit at the Winery

    3. Destemming, Sorting and Crushing

    4. Fermentation (Primary and Secondary)

    5. Pressing

    6. Wine/Juice Transfer

2. Winery equipment operation, maintenance and repair

    1. Safe start-up, operation and shut down of winery ~~chemistry~~ equipment

2. Equipment safety protocols

3. Introduction to Spring Winery Operations

    1. Aging (Barrel/tank)

    2. Stabilizing Wines

    3. Bottling

4. Review of Basic Wine Chemistry

    1. pH

    2. Acidity

    3. Volatile Acidity

    4. Free and Total SO $_2$

5. Winery Chemicals

    1. Common Chemicals used for Winery Sanitation

    2. Common Chemicals used for Wine Stability

6. Winery Laboratory Safety

    1. Laboratory Safety Protocols

    2. Winery Saftey Protocols

    3. Presspad/Crushpad Safety Protocols

7. Winery sanitation and safety

    1. ~~Review~~ Winery ~~of~~ Sanitation ~~analytical~~ Practices

    2. Winery Sanitation Equipment

8. Analytical methods

   1. ~~Review~~ Wine ~~of~~ Analysis ~~basic~~ Equipment

   2. pH

   3. Titratable ~~wine~~ Acidity

   4. Free ~~production~~ and Total SO $_2$

   5. Volatile Acidity

9. Sensory evaluation of wine

   1. Organoleptic Methods

   2. The Constituents of Wine

   3. Assessing Wine Quality

10. On-going ~~maintenance~~ Maintenance and Care of ~~wines~~ Current Wines and Wines from ~~previous~~ Previous ~~vintages~~ Vintages

    1. Monitoring stability

    2. Racking

    3. Stabilization

    4. Assessing bottle readiness

11. Filtering, fining, clarification practices

    1. Pump Options

    2. Filtering options

    3. Fining materials

    4. Settling practices

12. Bottling practices and procedures

   1. Bottling Line Introduction

   2. Preventative Maintenance of the Bottling Line

   3. Processes in the bottling line

      1. Sparging

      2. Filling

      3. Corking

      4. Capsuling

      5. Labeling

13. Routine ~~cellar~~ Cellar ~~practices~~ Practices and ~~operations~~ Operations

   1. Ergonomic and Environmental Safety

   2. Monitoring Barreled Wine

   3. Moving Wine from Vessel to Vessel

14. Barrel and tank maintenance procedures

   1. Barrel and Tank Cleaning Equipment

   2. Barrel Cleaning and Sanitizing

   3. Stainless Steel Tank Cleaning and Sanitizing

15. Wine storage ;

   1. Storage ~~case, tank, barrel~~ options:

1. Bottle
2. ~~Winery~~ Tank

3. Barrel

4. Concrete

5. Carboys

6. Topping ~~equipment~~ wine

7. Sizes

8. Hazards

2. Storage ~~operations,~~ temperatures

1. Cellar

2. Ambient

3. Case ~~maintenance and repair~~ Goods

16. Record keeping

1. Reporting

2. Compliance

Lab Content
Work Experience Content

Methods of Instruction

Check all that apply:

- Audio-visual Activity
  Comments
  Media presentations
- ~~- Demonstration~~
  ~~**Comments** -~~
  ~~Field demonstration and discussion~~
- Discussion
  Comments

- Field Trips
  Comments
  to local wineries
- Guest Lecturers
  Comments
  local industry professionals
- Lab
  Comments
  hands-on training put into action
- Lecture
  Comments
- Observation
  Comments
  of practices and procedures discussed
- Observation
  Comments
  hands-on experiential learning with instructional equipment

Other No

Equity Based Curriculum

Typical Assignments

Typical Assignments

1. **Assignment Type**
   Add Assignment
   ~~A.~~

   1. Read ~~Weekly~~ chapter ~~reading assignments~~ 5 in your textbook

   2. Write a 2-4 page essay on the ~~text~~ topic ~~related~~ of ~~to lecture or field topics~~

      ~~B.Complete weekly homework assignments; Ex: Is~~ " malolactic culture ~~a~~ : yeast or ~~a~~ bacteria?

      "
      ~~C.~~

   3. Participation in field trips at specified field and industry locations

      ~~D.~~

      1. local wineries

>   2. local grape and wine production facilities

> 4. Apply learned operational procedures with industry standard equipment on seasonally available
>   materials

Legacy Text
~~A.~~

1. Read ~~Weekly~~ chapter ~~reading assignments~~ 5 in your textbook

2. Write a 2-4 page essay on the ~~text~~ topic ~~related~~ of ~~to lecture or field topics~~

    ~~B.Complete weekly homework assignments; Ex: Is~~ " malolactic culture ~~a~~ : yeast or ~~a~~ bacteria?

    "

    ~~C.~~

3. Participation in field trips at specified field and industry locations

    ~~D.~~

>   1. local   wineries

>   2. local grape and wine production facilities

4. Apply learned operational procedures with industry standard equipment on seasonally available materials

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
    ~~Upon completion of VWT 42, students~~ Student should ~~be able to~~ demonstrate a working
    knowledge of the fermentation process ~~:~~
    This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

    This SLO maps to the following Program Student Learning Outcomes (PSLOs), please check all that apply:

2. **Outcome Text**

~~Upon~~ The ~~completion~~ student ~~of VWT 42, students should be able to~~ will demonstrate proficiency at measuring and analyzing the required analysis -
parameters of must
_ and wine :

This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

This SLO maps to the following Program Student Learning Outcomes (PSLOs), please check all that apply:

Requisites/Requisite Validation

Requisites

1. **Requisite Type** Recommended Course Preparation
   Subject VWT (Viticulture)
   Requisite Course VWT 20 - Introduction to Enology(Active)
   Non Course Requirements
   Min Grade C
   Comments
   Requisite Validation Skills Analysis
   Skills Analysis
   Requisite Course Objective(s)

   - _ characterize grape varieties used for wine production;
     Degree of Importance _ Required
   - _ explain traditional European wine styles and how they might differ from domestic wine styles;
     Degree of Importance _ Required
   - _ provide an objective assessment of wine including wines that are actively fermenting, unfinished, finished, young, aged, flawed and sound using a learned method of sensory evaluation;
     Degree of Importance _ Required
   - _ explain how climate, soils and topography influence wine quality;
     Degree of Importance _ Required
   - _ outline the process of fermentation;
     Degree of Importance _ Required
   - _ detail the specifics of fermentation chemistry including yeast and bacterial driven fermentations;
     Degree of Importance _ Required
   - _ describe grape processing and the equipment used for crushing and pressing;
     Degree of Importance _ Required
   - _ explain the processing options of pre and post fermentation treatment of wines;
     Degree of Importance _ Required
   - _ detail the vessel options for wine storage and aging;
     Degree of Importance _ Required
   - _ describe the pre-bottling practices of wine racking, filtration, and fining;

- **Degree of Importance**   Required
  - describe winery sanitation practices and winery safety protocols;
    Degree of Importance   Required
  - analyze the smell and taste of wine using organoleptic skills.
    Degree of Importance   Required

Catalog View **Recommended Course Preparation:**   VWT 20 with a minimum grade of C

Methods of Evaluation

Methods

Typical classroom assessment techniques include the following. Please address frequency in the text areas once method is selected.

- Exams/Tests
  Frequency
- Quizzes
  Frequency
- Papers
  Frequency
- ~~Oral Presentation~~
  ~~**Frequency**~~ -
- - Projects
  Frequency
- Field Trips
  Frequency
- Group Projects
  Frequency
- ~~Class Work~~
  ~~**Frequency**~~ -
- - Home Work
  Frequency
- Lab Activities
  Frequency
- Final Performance
  Frequency

Other No
Please Explain
Legacy Frequency

1. ~~2-3~~ At ~~Exams~~ least ~~during~~ two ~~the~~ exams/tests/quizzes per semester ~~to include at minimum a mid-term and final exam~~

2. ~~Quizzes~~ At ~~at~~ least ~~the~~ one ~~instructors discretion typically once per week~~

3. ~~Tests, exams, quizzes will be scheduled as appropriate to insure that students receive regular and adequate feedback of thier understanding of the content~~

4. ~~1 two page industry related research~~ <u>written</u> paper ~~due~~ <u>(approximately</u> ~~at~~ <u>2-4</u> ~~the~~ <u>pages)</u> ~~end of the~~ <u>per</u> semester

5. An industry related group project ~~orally presented to the class and due at the end of the~~ <u>per</u> semester

6. ~~Readings~~ <u>At</u> ~~and~~ <u>least one scheduled field trip off campus</u>

7. <u>Weekly</u> homework ~~assigned and due weekly~~

8. Lab participation monitored by instructor

9. <u>Final presentation of group project</u>

Distance Education

Does (or will) this course have a DE component? ~~Yes~~
Curriculum Committee Approval Date
Effective Term
I have reviewed the measurable objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.
I have consulted with other discipline faculty regarding the creation of a DE addendum for this course.
I have consulted with my Dean regarding the creation of a DE addendum for this course.
Delivery Methods
The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)

- ~~- **Fully Online (FO):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by only materials and activities delivered through the college's learning management system, and through the use of other required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes.*~~
- ~~- **Online with the Flexible In-Person Component (OFI):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by online materials and activities delivered through the college's learning management system, and through the use of other required materials. Approved instructional contact hours are delivered through online interaction supplemented by required in-person assessment or activities that are available at approved locations during a specific range of time.*~~
- ~~- **Partially Online:** *Also known as hybrid: Instruction involving regular and effective online interaction for some portion of the approved contact hours that takes place synchronously or asynchronously and is supported by materials and activities delivered in person and online through the college's learning management system, and through the use of other required materials. Any portion of a class that is*~~

delivered online follows a separate approval and meets the regular and effective contact regulation. The
schedule of classes indicates dates, times and locations of in-person meetings.

Explain why this course should be offered in Distance Education mode.

FO only during an emergency was selected because we feel that there has to be a way to offer the course even in
case of an emergency that precludes students from coming to campus, so that students in the program are not
prolonging their academic career due to an emergency beyond their control.

Winery operation lab skills, however, should be reinforced, practiced, and demonstrated in-person, except during
emergencies. In-person lab skills could be reinforced, practiced, and demonstrated through either flexible in-
person time or scheduled time.

Explain how the decision was made to offer this course in a Distance Education mode.

I had a robust conversation with my faculty, colleagues, alumni, my Dean, and my Advisory Board; all encouraged
me to transition the lecture content to on-line to increase access and bolster enrollments.

Emergency Delivery Methods

This section is for a course which would be taught in a DE format ONLY in the case of an emergency. Do NOT select this area if the course can be taught fully online in DE format under usual circumstances. Determine which method of DE instruction is best suited for the course in the case of an emergency.

If you selected only Emergency Delivery methods, please explain why this course should be taught in a DE format ONLY in the case of an emergency and not under usual circumstances.

Accessibility

All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with disabilities. It is recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

- ⁃ *Closed captioning for videos.*
- ⁃ *Transcription for audio.*
- ⁃ *Alt-text/ tags for images.*
- ⁃ *Utilizing headers/styles for text formatting to make web pages accessible for screen readers.*
- ⁃ *Formatting and coding to make tables accessible for screen readers.*
- ⁃ *Exploratory links.*
- ⁃ *Proper color contrast.*

Other No
Explain
Syllabus

Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that instructor expectations surrounding interaction and participation are present. The choices here represent those expectations. It is recommended to choose all of them. The syllabus for this DE course will include information outlining expectations regarding: (select all that apply)

Other No

Explain

Measurable Objectives Compared to a Tractional Course:

Check all that apply to this Distance Education course proposal:

The same standards of course quality identified in the course outline of record can be applied. ~~Yes~~ No

The content identified in the course outline of record can be presented effectively and with the same degree of rigor.

~~Yes~~ No

A student can achieve the same goals and objectives identified in the course outline of record. No

The same assignments in the course outline of record can be completed by the student and graded by the instructor.

No

The same assessments and level of student accountability can be achieved. ~~Yes~~ No

If there are any topics you did not choose, use the text box below to explain why. ~~Yes~~ No

Explain

DE Course Interactions

Instructor-Student Interaction

Regular effective contact between the instructor and students in mandated in Title 5 for all Distance Education courses, regardless of whether the course is fully online or delivered as a hybrid. In the case of a hybrid, regular effective contract - initiated by the instructor-must occur in the online portion of the class. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the instructor-to-student contact be regular and effective? (select all that apply)

- ~~**Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*~~
  ~~**Frequency** -~~
  ~~Each student will be emailed a minimum of once every two weeks.~~
- ~~**Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*~~
  ~~**Frequency** -~~
  ~~Participate in 1 discussion board per week, and provide feedback to each student on a weekly basis.~~
- ~~**Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*~~
  ~~**Frequency** -~~
  ~~Helpful feedback via rubrics on homework (once a week), quizzes, and exams (when administered: quizzes will be at least 5 times a semester and there will be two exams.~~
- ~~**Announcements:** *Regular announcements that are academic in nature will be posted to the class.*~~
  ~~**Frequency** -~~
  ~~A minimum of 1 announcement per week.~~
- ~~**Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*~~
  ~~**Frequency** -~~

- ~~At least once a semester.~~
  - ~~- **Social networking:** - *A social networking tool will be used to disseminate academic information and allow for student comments.*~~
    ~~**Frequency** -~~
    ~~A minimum of 3 posts per semester on the VWT Facebook page.~~
  - ~~- **Face-to-face meetings (partially online courses only):** - *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*~~
    ~~**Frequency** -~~
    ~~OFI and PO: Students will come to campus to reinforce, practice, and demonstrate winery operation lab skills (that they learned online) approximately 3 times per semester, for a total of at least 27 hours of hands-on experience.~~

Student-Student Interaction

Regular interaction among students is also mandated in Title 5. This is necessary to design a collaborative, student-centered environment in which a community of learners is created. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the student-to-student contact be regular and effective? (select all that apply)

- ~~- **Email:** - *Students will be encouraged to email each other to ask questions about the course, including assignments.*~~
  ~~**Frequency** -~~
  ~~Weekly.~~
- ~~- **Class discussion board:** - *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*~~
  ~~**Frequency** -~~
  ~~A minimum of 8 per semester.~~
- ~~- **Group work:** - *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*~~
  ~~**Frequency** -~~
  ~~1 per semester.~~
- ~~- **Social networking:** - *A social network tool will be used so students can communicate on course topics.*~~
  ~~**Frequency** -~~
  ~~At least one Facebook group discussion per semester (VWT Facebook page).~~

Student-Content Interaction

All student activities, including assessments, should be aligned to the outcomes of, and objectives within, the course. They should be adapted from the course outline of record, and activities should also be designed to meet the needs of students with different learning styles. The content must cover all of the content detailed in the course outline of record. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will course content be presented? (select all that apply)

- ⁃ **Class discussion board:** ⁃ *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency ⁃
  1 per week.

- ⁃ **Group work:** ⁃ *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*
  Frequency ⁃
  1 per semester.

- ⁃ **Written papers:** ⁃ *Papers will be written on various topics.*
  Frequency ⁃
  1 per semester.

- ⁃ **Research Assignments:** ⁃ *Students will use the Internet and library resources to research questions,problems, events, etc.*
  Frequency ⁃
  1 per semester.

- ⁃ **Quizzes, tests/exams:** ⁃ *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency ⁃
  A minimum of 5 quizzes and 2 exams.

- ⁃ **Lecture:** ⁃ *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency ⁃
  16 asynchronous per semester.

- ⁃ **Video:** ⁃ *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency ⁃
  A minimum of 5 short videos per semester.

- ⁃ **Field Trips:** ⁃ *Students will attend live or virtual field trips.*
  Frequency ⁃
  1 per semester.

- ⁃ **Case studies:** ⁃ *Students will evaluate real-world problems, situations, etc.*
  Frequency ⁃
  1 per semester.

- ⁃ **Other:** ⁃
  Frequency ⁃
  1 per semester.

- ⁃ **Other:** ⁃
  Frequency ⁃
  OFI and PO: Students will come to campus to reinforce, practice, and demonstrate winery operation lab skills (that they learned online) approximately 3 times per semester, for a total of at least 27 hours of hands-on experience.

Textbooks/Materials

Publisher Textbooks Yes
OER Textbooks No
Manuals/Periodicals No
Software No

Other No
Textbook

1. **Author(s)** Miller, E.,
   Title Vintners Apprentice; An Insiders Guide to the Art and Craft of Winemaking
   Edition 1st
   Publisher Quarry Books
   ISBN-13
   Year 2011
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   This textbook provides an excellent foundation of winemaking skills and procedures covering all components of the Operations classes. It will be used as a reference book for many aspects of the curriculum.
   Or Equivalent No

2. **Author(s)** Bird, D.,
   Title Understanding Winery Technology
   Edition 1st
   Publisher Wine Appreciation Guild
   ISBN-13
   Year 2011
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   This textbook lays the groundwork for the lab manual required for the operations student. It contains every basic practice required for winery operations. It covers all of the operations class course content.
   Or Equivalent No

3. **Author(s)** Dr. Yair Margalit,
   Title Concepts in Wine Chemistry
   Edition 3rd
   Publisher The Wine Appreciation Guild
   ISBN-13
   Year 2012
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   -
   Or Equivalent No

4. **Author(s)** John Anthony Considine, Elizabeth Frankish
   Title A Complete Guide to Quality in Small-Scale Wine Making
   Edition 1st
   Publisher Academic Press: Elsevier Inc.
   ISBN-13
   Year 2014
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   Available online free to students via ProQuest.
   Or Equivalent No

5. **Author(s)** Kieron Atkinson, Jane Travis
   Title Winemaking: A guide to growing, nurturing, and producing
   Edition 1st

Publisher Crowood Press
ISBN-13
Year 2022
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
Or Equivalent No

6. **Author(s)** Jamie Goode
   Title The Science of Wine: From Vine to Glass
   Edition 3rd
   Publisher University of California Press
   ISBN-13
   Year 2021
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   Or Equivalent No

OER

Manual

Software

Other Learning Materials

Other Materials Required of Students

v

1. **Enter Required Material**
   Chemical goggles
2. **Enter Required Material**
   Slip resistant footwear

Library

Sufficient Resources Yes
Additional Resources Needed
New Databases Needed
Other

General Education/Transfer Request

This course has a GE component Yes
Transferability
CSU transfer Yes

- Transfers to CSU
  Comments
  New Request ~~No~~ Yes
  Already Approved No
  Effective Semester

Cal-GETC No

- Transfers to CSU
  Comments
  New Request ~~No~~ Yes
  Already approved substantial change No
  Already approved unsubstantial change No
  Effective Semester

UC transfer No

- Transfers to CSU
  Comments
  New Request ~~No~~ Yes
  Already approved substantial change No
  Already approved unsubstantial change No
  Effective Semester

C-ID proposal No
C-ID
Las Positas College GE No

- Transfers to CSU
  Comments
  New Request ~~No~~ Yes
  Already approved substantial change No
  Already approved unsubstantial change No
  Effective Semester

CSU GE No

- Transfers to CSU
  Comments
  New Request ~~No~~ Yes
  Already approved substantial change No
  Already approved unsubstantial change No
  Effective Semester

CSU American Institutions No

- Transfers to CSU
  Comments
  New Request ~~No~~ Yes
  Already approved substantial change No
  Already approved unsubstantial change No
  Effective Semester

IGETC No

- Transfers to CSU
  Comments

New Request ~~No~~ Yes

Already approved substantial change No

Already approved unsubstantial change No

Effective Semester

Other articulation requests/comments No

Course Articulation

Submit for Course-to-Course Articulation (new requests only) No

Course Articulation

Supporting Documents

Attached File

Codes and Dates

Course Codes

Originator Everett, David

Origination Date

~~08~~ 07 / ~~06~~ 17 / ~~2021~~ 2023

Proposal Type

Course Modification

Parent Course

No Previous Course

Entry of Special Dates

- Board of Trustees

  04/16/2013

- State Approval

  05/14/2013

- CC Approval

  ~~12~~ 03 / ~~01~~ 06 / ~~2003~~ 2024

Instructional Services

Effective Term Fall ~~2016~~ 2025

Implementation Date

08/ ~~17~~ 15 / ~~2016~~ 2025

UC Approval Date

CSU Approval Date

Course CB Codes

CB00: State ID

CCC000378782

CB03: TOP Code

010400 - Viticulture, Enology and Wine Business

CIP Code

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

B - Transferable to CSU only.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

~~E~~ D - ~~Non-~~ Possibly Occupational

CB10: Cooperative Work Experience

N - Is not part of a cooperative work experience education program.

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

CB23: Funding Agency Category

Y - Not Applicable (funding not used to develop course)

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. - ~~Not Applicable~~

CB26: Course Support Course Status

~~N - Course is not a support course~~

CB27: Upper Division Status

6.3 Las Positas College Associate Degree General Education Pattern

Area 1: English Composition, Oral Communication, and Critical Thinking
   Area 1A: English Composition (3 semester units)
   Area 1B: Oral Communication and Critical Thinking (3 semester units)
Area 2: Mathematical Concepts and Quantitative Reasoning (3 semester units)
Area 3: Arts and Humanities (3 semester units)
Area 4: Social and Behavioral Sciences (3 semester units)
Area 5: Natural Sciences (3 semester units)
Area 6: Ethnic Studies (3 semester units)
Area 7: Kinesiology (1 semester unit)
Area 8: Health (3 semester units – AA Requirement Only)
Area 9: American Institutions (3 semester units – AA Requirement Only)