

PERALTA COMMUNITY COLLEGE DISTRICT COURSE OUTLINE

COLLEGE: Laney College

DATE OF OUTLINE

ORIGINATOR: Emily Courtney

**DATE OF CURRICULUM
COMMITTEE APPROVAL:**

**PROPOSED
START DATE:** Fall 2011

ORIGINATION DATE: 10/06/2010

DIVISION/DEPARTMENT: ECT

EFF TERM Fall 2011

1. REQUESTED CREDIT CLASSIFICATION:(check one only)

Community Services (Fee- based) []	Degree Credit []	Non-Degree Credit [X]	Non-Credit []
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2. DEPT/COURSE NO:
ECT 203

3. COURSE TITLE:
The Financial Case for Clean Energy

4. COURSE: Laney New Course[X]	Laney Course Reactivation[]	Laney New Fee Based Course[]	Laney Modified Course Proposal[]	Laney Minor Course Change[]	TOP NO. 0946.00
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5. UNITS: 2.5

HRS/WK LEC: 2 Total: 35

HRS/WK LAB: 1.5 Total: 26.25

HRS/WK

TBA: 0

Total:

6. NO. OF TIMES OFFERED AS SELECTED TOPIC: AVERAGE ENROLLMENT:

7. JUSTIFICATION FOR COURSE

This course is critical for Sales and Auditing Professionals to be able to articulate the full costs and benefits of an investment in Efficiency and Renewable Energy. Clean Energy professionals must understand the rebates, incentives and other policies that impact consumers, as well as the financial metrics available to make an informed decision about a renewable energy and/or energy efficiency investment.

8. COURSE/CATALOG DESCRIPTION

Introduction to financial principles and policies for energy efficiency and renewable energy: Financial analysis software to identify cost-effective energy efficiency and renewable energy projects; effective sales strategies and presentation skills for energy efficiency and renewable energy investments.

9. OTHER CATALOG INFORMATION:

- a. Modular: Yes [] No [X] If yes, how many modules:
- b. Open entry/open exit: Yes [] No [X]
- c. Grading Policy: Both Letter Grade or Pass/No Pass [] Pass/No Pass [] Letter Grade Only [X]
- d. Eligible for credit by Exam: Yes [] No [X]
- e. Repeatable according to state guidelines: Yes [] No [X] If yes, number of allowable repeats:
- f. Required for degree/certificate (specify):
Energy Efficiency Sales and Auditing
- g. Meets GE/Transfer requirements (specify):
- h. Are there prerequisites/corequisites/recommended preparation for this course? Yes [X] No []

Date of last prereq/coreq validation:

- 10. LIST STUDENT PERFORMANCE OBJECTIVES (EXIT SKILLS):** (Objectives must define the exit skills required of students and include criteria identified in Items 12, 14, and 15 - critical thinking, essay writing, problem solving, written/verbal communications, computational skills, working with others, workplace needs, SCANS competencies, all aspects of the industry, etc.)(See SCANS/All Aspects of Industry Worksheet.)

- effort; Services clients/customers - works to satisfy customers expectations; Exercises leadership - communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies; Works with diversity - works well with men and women from diverse backgrounds
13. Information: Acquires and evaluates information; Organizes and maintains information; Interprets and communicates information; Uses computers to process information
 14. Technology: Works with a variety of technologies; Applies technology to task - understands intent and proper procedures for setup and operation of equipment
 15. Basic Skills: Reads, writes, performs arithmetic and mathematical operations, listens, and speaks; Reading - locates, understands, and interprets written information in prose and in documents; Writing - communicates thoughts, ideas, information, and messages in writing, and creates documents; Arithmetic/mathematics - performs basic computations; Listening - receives, attends to, interprets, and responds to verbal messages and other cues; Speaking - organizes ideas and communicates orally
 16. Thinking Skills: Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons; Decision making - specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternatives; Problem solving - recognizes problems and devises and implements plan of action; Knowing how to learn - uses efficient learning techniques to acquire and apply new knowledge and skills; Reasoning - discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem

11A. COURSE CONTENT: (List major topics in sequence; address objectives listed in #11 above. Degree applicable course must be taught at college level; see definition. List percent of time spent on each topic. Also, differentiate content of each level, when levels are assigned.) Lecture and lab content are to be listed separately.

4. State and national policies and programs of government, utilities and community-based organizations focused on residential and commercial energy usage. 10%
5. Terminology and techniques used to evaluate the financial attractiveness of a proposed energy related investment. 15%
6. Basic software tools and templates needed to sell high-ticket projects in the energy space. 10%
7. How various approaches to paying for energy-related projects impact an organization's financial and tax positions. 10%
8. The basics of effective selling strategies: how good customer analysis and information is one of the basic building blocks of a good sales strategy. 5%
9. How to assess the needs of a prospective customer and facility, and how to express the cost-benefits of several popular energy efficiency and renewable energy strategies 10%
10. The drivers for residential, commercial and low income customers and decision-makers. 5%
11. How to take highly technical and financial information and present it in a way that is meaningful to the client in his/her decision making process. 10%
12. Basic strategies to optimize energy efficiency and renewable energy solutions for a building or business, and making an effective presentation to a potential customer 10%

11B.

LAB CONTENT:

1. Financial Analysis using excel-based modeling software 65%
2. Development and execution of sales presentations to potential investors in energy efficiency upgrades or renewable energy 35%

12. METHODS OF INSTRUCTION (List methods used to present course content.)

8. Experiments
9. Field Trips
10. Visiting Lecturers
11. Individualized Instruction
12. Directed Study
13. Service Learning
14. Multimedia Content

- ASSIGNMENTS:** 6 hours/week. (List all assignments, including library assignments. Requires two (2) hours of independent work outside of class for each unit/weekly lecture hour. Outside assignments are not required for lab-only courses, although they can be given.)
- 13.** hours of independent work outside of class for each unit/weekly lecture hour. Outside assignments are not required for lab-only courses, although they can be given.)

Out-of-class Assignments: Reading Research on Internet Homework assignments Math Excel Financial analysis Team presentations

ASSIGNMENTS ARE: (Check one. See definition of college level):

- Primarily college level
 NOT primarily college level

- 14. STUDENT ASSESSMENT:** (Grades are based on): (Check as many boxes as are applicable. Note: For

solving unfamiliar problems via various strategies.)

SKILL DEMONSTRATION

MULTIPLE CHOICE

OTHER (Describe)

Presentations

15. TEXTS, READINGS, AND MATERIALS:

Are services adequate?

Yes

No

Specific materials and/or services needed have been identified and discussed.

Librarian comments:

Please provide list of recommended supplementary titles to librarian.

2. Other Resources: Identify types, location, and availability of other resources and materials required for this course.

- C. Readings listed in A and B above are: (Check one. See definition of college level):

Primarily college level

NOT primarily college level

16. Designate Occupational Code (check ONE only):

- A Apprenticeship
 B Advance Occupational
 C Occupational
 D Possible Occupational
 E Non-Occupational

SUPPLEMENTAL PAGE

Use only if additional space is needed. (Type the item number which is to be continued, followed by "continued."
Show the page number in the blank at the bottom of the page. If the item being continued is on page 2 of the outline,
the first supplemental page will be "2a." If additional supplemental pages are required for page 2, they are to be
numbered as 2b, 2c, etc.)

1a. Prerequisites/Corequisites/Recommended Preparation:

RECOMMENDED PREPARATION:

- MATH 201: Elementary Algebra
Subject course and pre/corequisite is:
- BUS 043B: Introduction to Microsoft Excel for Business Applications
Subject course and pre/corequisite is:
- BUS 219: Computer Literacy
Subject course and pre/corequisite is: