



Instructional Equipment Request (IER) Form

FY 2023-2024

Title of Submission:	Biology / Health Allied/ Biology 7 series -Models-
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Please review all information carefully to ensure timely processing. More information can be found [here](#).

Deadline	Action
10/11/2023	IER forms due to Division Dean
10/18/2023	Division review of IER forms (Dean & VP signature)
10/20/2023	IER forms due to Executive Assistant of Administrative Services (with Dean & VP signature)

Checklist

- All IER form fields complete
- Valid quote attached to submission (must be attached before submitting form)
 - Shipping, installation, and tax** are required on the quote, whenever applicable. This must be provided by the vendor themselves. **Do not split quotes or submit duplicate quotes.**
 - IMPORTANT:** To comply with state law, purchases between \$30,000.00 and \$109,299.99 require 3 quotes from 3 different vendors. We're required to proceed with the cheapest option unless a compelling argument can be provided for a more expensive option. If your request is approved, you will be notified *via email* to obtain an **updated quote, two additional quotes**, and complete a [requisition](#) form. Please monitor your email closely throughout the fiscal year as we **cannot** proceed with your request until these quotes, and any additional requirements, are provided.
 - Purchase requests of \$109,300.00 or more must go out for bid* (aka RFP process) and then go to Board for approval. You will be provided further instruction via email after your request is approved.
 - For assistance with quotes, please contact Bill Pagano at bpagano@clpccd.org or (925) 485-5271.
- IER form, with quote, signed and submitted to Division Dean including:
 - Quote (required)
 - [New Vendor Application](#) (if new vendor)
 - Copy of [W9](#) (if new vendor)

***Bid Process:** Purchasing submits RFP & selects cheapest bid → Requestor submits [Requisition](#) → Business Office enters Requisition in Banner → Requestor submits Board packet with copy of entered Requisition.

IER Process Flow

1. Completed packet signed and submitted to Division Dean
2. Dean reviews and forwards to Vice President
3. Vice President reviews and forwards to Executive Assistant of Administrative Services
4. Executive Assistant logs requests and forwards to M&O and IT for review
5. RAC reviews and scores requests
6. Executive Assistant combines committee scores into final rankings for final RAC review
7. RAC Chair meets with College President to discuss ranked requests
8. College President issues approval memo to RAC
9. RAC notifies requestors via email of approved requests and additional steps (e.g. additional quotes, board, etc.)
10. RAC submits IER forms to Business Office for processing
11. Business Office reviews requests, enters into Banner, and forwards to Purchasing
12. Purchasing will assist with requests that must go out for bid and requires board approval (requestor will be notified)

Instructional Equipment Definitions

Allowable Items

Allowable Items: Instructional equipment expenditures are eligible if the equipment, library material, or technology is for classroom instruction, student instruction or demonstration, or in the preparation of learning materials in an instructional program. There are five categories that will be used to classify instructional support. Please note that requests are not limited to the examples shown below.

1. **Equipment and Furniture:** instructional equipment and furniture for primary use by students in instructional programs:
 - a. Classroom/laboratory equipment including whiteboard, screen, projector, etc.
 - b. Instructional furniture including desks, tables, podium, chairs, etc.
2. **Information Technology:** instructional information technology equipment for student use in classrooms and/or laboratories including desktops, laptops, monitors, printers, servers, network/wireless infrastructure, AV/TV, multimedia.
3. **Software:** software licenses are allowed but only the initial year is permitted. Other software that are permitted are those that are used in excess of one year and software modifications that add capacity or efficiency to the software that defers obsolescence and results in an extension of the useful life of the software, including registration, counseling, student services, learning management systems for student use.
4. **Adaptive Equipment:** adaptive equipment for ADA/OCR students are allowed to assist them in a learning environment.
5. **Library Material:** databases, online subscriptions, books, periodicals, videos, etc.

Non-Allowable Items

Non-Allowable Items: Administrative or non-instructional purposes including equipment being used for administrative or non- instructional purposes is not allowed, including photocopiers, file cabinets, bookcases, computers, networking infrastructure, software licenses.

IE Rubric

RAC evaluates each IE request based on the rubric below. RAC stresses the importance of quality requests. RAC may choose not to rank incomplete IE requests.

Criteria	Strong Evidence	Adequate Evidence	Limited Evidence
LPC Mission & Planning Priorities [Section 2] (5 points) Ranking Scale	Clear and compelling evidence/data that equipment will fully support LPC Mission and Planning Priorities. 4-5	Clear evidence/data that equipment will fully support LPC Mission and Planning Priorities. 2-3	Limited or no evidence/data that equipment will support LPC Mission and Planning Priorities. 0-1
Educational Items: Programmatic Impact and Institutional Support [Section 3] (10 points) Ranking Scale	Clear and compelling evidence/data (as stated in program review) that this equipment will have substantial impact on program curriculum. 8-10	Clear evidence/data (as stated in program review) that this equipment will have substantial impact on program curriculum. 4-7	Limited or no evidence/data (as stated in program review) that this equipment will have an impact on program curriculum. 0-3
Teaching & Learning [Section 4] (10 points) Ranking Scale	Clear and compelling evidence/data that equipment provides much needed or beneficial enhancement to instruction. 8-10	Clear evidence/data that equipment provides enhanced instruction that is not met through current means. 4-7	Limited or no evidence/data that equipment provides enhanced instruction that is not met through current means. 0-3
Outcomes [Section 5] (5 points) Ranking Scale	Clear and compelling evidence/data that equipment will support course and/or program outcomes above and beyond current capability. 4-5	Clear evidence/data that equipment will support course and/or program outcomes beyond current capability. 2-3	Limited or no evidence/data that equipment will support course and/or program outcomes beyond current capability. 0-1

Instructional Equipment Request Form

Name of Requestor: Angel Contreras Cardenas

Division: STEM

Discipline: Biology

This Equipment Request is: New Equipment or Technology

SECTION 1: Equipment Description

Describe the specific equipment requested and how it will be used to replace, upgrade, or provide new technology to LPC from what is currently in place:

Equipment Location

Building #: 1850

Room #: 1858

Comments:

We are requesting 3-D anatomical models and anatomical charts. These models and charts will be use in the Biology 7A class to increase the ratio of access to 3D models by students in the Biology 7A class in room 1858. This will be an upgrade in the laboratory. New Equipment/materials.

If applicable, describe the legal requirement, mandate, or safety concern related to the purchase of this equipment, making specific reference to legal requirements or regulations:

NA

SECTION 2: LPC Mission Statement and LPC Planning Priorities

LPC Mission Statement

Las Positas College is an inclusive, learning-centered, equity-focused environment that offers educational opportunities and support for completion of students' transfer, degree, and career- technical goals while promoting lifelong learning.

LPC Planning Priorities

- Establish a knowledge base and an appreciation for equity; create a sense of urgency about moving toward equity; institutionalize equity in decision-making, assessment, and accountability; and build capacity to resolve inequities.
- Increase student success and completion through change in college practices and processes: coordinating needed academic support, removing barriers, and supporting focused professional development across the campus.

Explain how the equipment supports LPC's Mission Statement and Planning Priorities:

Biology 7A -Anatomy- offered at LPC focuses on preparing students to successfully incorporate to the medical field after completing their education. This class is part of our Health Allied pathway that allows students to transfer to a four-year college or graduate school to continue and/or complete their education in the healthcare field. Through the use of 3-D models and visuals, students are able to better access complex and abstract structures and concepts that the human body performs. Anatomical models allow students from different backgrounds and learning styles to access information accordingly, making Biology 7A more equitable. By bringing additional models and visuals, students can spend more time learning from them.

SECTION 3: Educational Items | Program Review

Specify the educational programs the equipment supports:

Biology / Health Allied/ Biology 7 series

Is the equipment part of an upcoming Program Review? Was it included last year? If not, why? Use language from your Program Review to explain:

These materials will be included in this year's program, but were not included last year.

SECTION 4: Teaching and Learning

Please use evidence and data that describes how the equipment provides enhancements/benefits to the current level of teaching capabilities:

Research has demonstrated the use of hands on activities, models, and visuals increase learning outcomes in human anatomy classes. This request contains mainly 3D models and a set of visuals to use with Human Anatomy students. The aim of this request is to increase the ratio of 3D models per student, allowing students to spend more time studying structures in smaller groups during sessions, and allow anatomy students to have access to these models when their are not in session. When conducting lab practicals, students perform better in their assessments when they spend more time studying models in or outside of class.

The current ratio for model:students is as follows:
Skin models; the ratio 3D Model:Students is 1:24 , Muscle models -entire body- 2:24, Sarcomere model: 1:24, Compact bone model: 1:24, Osteon model 1:24, Digestive wall model 1:24, Muscle fiber 1:24, Reproductive System 1:24, Neuron Model 1:24, Knee Joint 1:24, Animal Cell 2:24, Visual charts 0:24

The laboratory has 6 stations, the ideal ratio model:students would be 6:24
As we increase access to 3D models in the Human Anatomy classes, we expect to increase access to content to more students and make it more meaningful to all students, including our students with learning disabilities, English Learners and any student struggling accessing content in Biology 7A

Detail the impact the equipment has on learning:

Visual aids and 3D models play a crucial role in learning Human Anatomy. Research has shown that students are more likely to perform better in assessments when they practice and review 3D models and include visuals. Students taking anatomy (biology 7A) will, likely, continue their education and careers in the healthcare field. In their future education, they will continue to be exposed to anatomical models in one way or another.

Increasing the access to 3D models in the Human Anatomy classes, we expect to increase access to content to more students and make it more meaningful to all students, including our students with learning disabilities, English learners, and any student struggling accessing content in Biology 7A.

Please state the number of classes and students the equipment will impact:

Classes/Sections: 6 sections of BIOL 7A per semester	Students: 144 per semester
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SECTION 5: Student Learning Outcomes (SLOs)

Document how the equipment will enable you to surpass your current Student Learning Outcomes:

Human Anatomy Students will have the opportunity to spend more time studying anatomical structures through high quality models and visual aids in smaller groups ensuring adequate grasp of the information presented. During assessments, students will be able to identify structures accurately using models and visual aids.

The SLO's listed below are some of the Student Learnings objectives that will be achieved using 3-D models and visual aids.

Be able to locate the major body cavities and their subdivisions.

Name and be able to identify the tissue types that make up the integument (cutaneous membrane) and the hypodermis.

List and be able to identify the five layers found in thick skin.

Explain the difference between thick and thin skin.

Identify the major anatomical areas on a long bone.

Identify the major parts of compact bone using osteon models.

Identify the anatomy of the knee joint.

Identify and name the 3 layers of connective tissue that bind muscle fibers together.

Identify skeletal muscles in models.

Identify the structure of multipolar, bipolar and unipolar neurons.

Indicate if the neuron is multipolar or unipolar.

Describe the 4 basic layers of the GI tract.

Be able to locate and give a general function for each of the reproductive structures.

SECTION 6: Total Cost of Ownership | *Maintenance and Sustainability*

Does the new equipment replace older equipment? If so, will you retire/surplus the old equipment? If not, where will you store the older equipment and what are the associated storage costs?

The new equipment will not replace old equipment. This is additional equipment to the laboratory setting. This equipment will be store in the 1850 building.

Detail how the equipment meets or exceeds [LPC's Sustainability Efforts](#):

This equipment is reusable and durable. No waist is produce by using this equipment in the laboratory.

How does the equipment provide renewal resources to the college?

NA

Operator

Primary operator: Gary Wilkes

Does the work align with current position duties? Yes

Cost to train primary operator: 0.00

Approx. # of hours equipment will be used per month: 40

Comments:

Different models are used at any given time. The model will be used with the corresponding model. The class is designed to teach body structures by systems. Each model will be used for their corresponding system.

Maintenance and Repairs

Who will perform maintenance and repairs? Gary Wilkes

Estimated hours per month: 1

Does the work align with current position duties? Yes

Cost to train for maintenance and repairs: 0.00

SECTION 6: Total Cost of Ownership | *Maintenance and Sustainability (cont'd)*

Lifespan of Equipment: years

FOAP (Budget) for Recurring Costs: _____

Fund

Org

Acct

Program

Part A: Initial Start-Up Costs

Type	Cost	Comments
Equipment or Materials	\$24,894.45	
Shipping & Delivery Fees	0.00	
Installation Costs	0.00	
Miscellaneous Costs	0.00	
Modification to Facilities	0.00	
Operator Training	0.00	
Maintenance/Repair Training	0.00	
Other	0.00	
(Enter as Positive) Discounts	0.00	
Start-Up Total	24,894.45	

Part B: Annual Operating Costs

Type	Cost	Comments
Service/Maintenance	0.00	
Part Replacement	0.00	
Vendor Calibration or Standardization	0.00	
Storage	0.00	
Supplies	0.00	
Maintenance/Repair Labor	0.00	
Software Licensing	0.00	
Other	0.00	
Annual Total	0.00	
Overall Cost:	24,894.45	

Approvals and Signature Routing

Before signing below, please confirm all fields are filled out and all information provided is correct. Requests must be fully complete, signed, and submitted to your Division Dean by the deadline (see page 1). **Quote must be attached to this form before submitting.**

Title	Signature	Date
Requestor:	<i>Angel Contreras Cardenas</i>	10/11/2023
Division Dean:	<i>Thomas Orf</i>	10/18/2023
Vice President:	<i>Nan Ho</i>	10/18/2023
College Technology Services Manager:	<i>Stephen Gunderson</i>	10/19/2023
M&O Director:	<i>John Seybert</i>	10/19/2023
Vice President, Administrative Services:	<i>Anette Raichbart</i>	10/20/2023

ESTIMATE

DATE: 10/11/2023
 QUOTATION: 23698
 TERMS: NET 30
 VALIDITY: 11/10/2023
 REP: AA

CUSTOMER ADDRESS:

LAS POSITAS COLLEGE
 ATTN.: ANGEL CONTRERAS CARDENAS
 3000 CAMPUS HILL DRIVE
 LIVERMORE, CA 94551
 ACONTRERASCARDENAS@LASPOSITASCOLLEGE.EDU

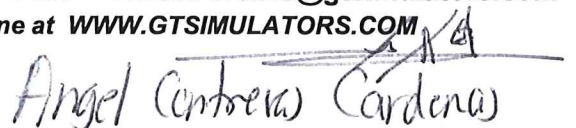
QTY	ITEM#	DESCRIPTION	EST. SHIP.	LIST PRICE	DISC PRICE	TOTAL
2	C40	SERIES 'PHYSIOLOGY OF NERVES' 5 MAGN. MOD. ON ILLUSTR. BOARD	* currently in stock	963.00	806.00	1,612.00
2	H20/4	FEMALE PELVIS W/ LIGAMENTS 6 PART	* currently in stock	844.00	707.00	1,414.00
2	H21/3	MALE PELVIS WITH LIGAMENTS, NERVES AND ORGANS, 7 PART	* currently in stock	876.00	734.00	1,468.00
1	ESAM0095	MODEL OF HUMAN DIGESTIVE CANAL	2 - 4 weeks aro	301.00	275.00	275.00
1	A82/1	DELUXE FUNCTIONAL KNEE JOINT	* currently in stock	174.00	159.00	159.00
1	ZoS 110/1	SOMSO ANIMAL CELL	16 - 24 weeks aro	471.00	438.00	438.00
1	DGTM70	THIN MAN ANATOMY PROGRAM	8 - 12 weeks aro	499.00	449.00	449.00
1	B50	3/4 LIFE-SIZE DUAL SEX MUSCLE FIGURE, 45PART	* currently in stock	9,724.00	8,170.00	8,170.00
1	B55	COMPLETE DUAL MUSCLE FIGURE W/INTERNAL ORGANS 1/2 LIFE SIZE	* currently in stock	4,272.00	3,584.00	3,584.00
1	DGAP79	COMPLETE SARCOMERE MODEL	8-12 weeks aro	1,150.00	1,035.00	1,035.00
2	A79	BONE STRUCTURE MODEL ENLARGED 80 TIMES	* currently in stock	201.00	170.00	340.00
2	B60	3B MICROANATOMY™ MUSCLE FIBER	* currently in stock	368.00	311.00	622.00
2	DGA92	DENOYER BONE STRUCTURE MODEL	8-12 weeks aro	310.00	279.00	558.00
4	KS 4	SOMSO BLOCK MODEL OF THE SKIN	16 - 24 weeks aro	662.00	614.00	2,456.00
	S&H - QUOTE	FREIGHT CHARGES to zip 94551 / FREE SHIPPING SPECIAL IF THE ORDER IS PLACED IN FULL (A Shipping Value of \$489.00)			0.00	0.00
		SUB-TOTAL				22,580.00
		SALES TAX IN CA - Alameda County 10.25%			2,314.45	2,314.45

FEIN # 65-0388540 / GSA Contract # 47QREA18D000M

PRODUCT AVAILABILITY is subjected to change until order has been confirmed.
 PRICE MATCH: We are committed to provide our customers LOW PRICES. If you find a lower advertised price on an identical product, please allow us the opportunity to price match by presenting the competitor's ad or an official price estimate.
 PRICES AND QUANTITIES: The prices quoted are based on the total quantities of all the products requested, and may vary if only partial orders are placed.
 SALES TAX: If applicable, please provide us with a copy of your Tax Exemption Certificate to waive the Sales Tax.
 PAYMENT TERMS: We do accept Official Purchase orders with NET 30 days for payment after shipping confirmation.
 Please mention Quote number and Email it to orders@gtsimulators.com or Fax P.O. to (954) 252-2181 to expedite shipment.

10388 W State Rd 84, Ste 111, Davie, FL 33324 - Phone: (954) 370-7101 - Email: orders@gtsimulators.com

Thank you for considering GTSimulators. Please visit us online at WWW.GTSIMULATORS.COM





ESTIMATE

CUSTOMER ADDRESS:

LAS POSITAS COLLEGE
 ATTN.: ANGEL CONTRERAS CARDENAS
 3000 CAMPUS HILL DRIVE
 LIVERMORE, CA 94551
 ACONTRERASCARDENAS@LASPOSITASCOLLEGE.
 EDU

DATE: 10/11/2023
QUOTATION: 23698
TERMS: NET 30
VALIDITY: 11/10/2023
REP: AA

QTY	ITEM#	DESCRIPTION	EST. SHIP.	LIST PRICE	DISC PRICE	TOTAL
		***** The granted discount is only valid for ACH or Check payment. AN ADDITIONAL 3% FEE WILL APPLY IF PAID WITH A CREDIT CARD. *****				

FEIN # 65-0388540 / GSA Contract # 47QREA18D000M **TOTAL \$24,894.45**

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 PRICE MATCH: We are committed to provide our customers LOW PRICES. If you find a lower advertised price on an identical product, please allow us the opportunity to price match by presenting the competitor's ad or an official price estimate.
 PRICES AND QUANTITIES: The prices quoted are based on the total quantities of all the products requested, and may vary if only partial orders are placed.
 SALES TAX: If applicable, please provide us with a copy of your Tax Exemption Certificate to waive the Sales Tax.
 PAYMENT TERMS: We do accept Official Purchase orders with NET 30 days for payment after shipping confirmation.
 Please mention Quote number and Email it to orders@gtsimulators.com or Fax P.O. to (954) 252-2181 to expedite shipment.

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Thank you for considering GTSimulators. Please visit us online at WWW.GTSIMULATORS.COM