



Instructional Equipment Request (IER) Form

FY 2024-2025

Title of Submission:	Anthropology Teaching Resources Update: Primate and Fossil Hominins
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Please review all information carefully to ensure timely processing. More information can be found [here](#).

Deadline	Action
10/09/2024	IER forms due to Division Dean
10/16/2024	Division review of IER forms (Dean & VP signature)
10/23/2024	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 \$ 114,499.99 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 \$ 114,500.00 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: Cearley, Daniel Grover

Division: BSSL

Discipline: Anthropology

This Equipment Request is: An Upgrade

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 #: 1000

Room #: 1061

Comments:

This request addresses gaps in our teaching collection that affect our ability to teach laboratory exercises and make direct references in lecture. We review our collection annually to identify areas which warrant strengthening. This year we have identified underrepresented primate species from Asia and Africa, missing hominin species, and the lack of comparative examples of hand/feet.

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:

n/a

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:

This request continues the effort to offer the most current materials to support the student's completion of basic skills and general education courses and directly aid in full filling LPCs mission in "support for completion of students' transfer, degree, basic skills, career-technical, and retraining goals." These casts offer a unique way for explaining natural selection and addresses our mission to support "modes of delivery, learning communities, accounting for varying skills levels, creative and critical thinking, and having necessary and specialized facilities." Casts provide a tactile three-dimensional experience to convey information beyond the textbook and lectures.

SECTION 3: Educational Items | *Program Review*

Specify the educational programs the equipment supports:

This request is targeted towards our biological anthropology courses, which comprise the majority of our sections. In Fall 2024, we offered 6 lecture and 5 lab, that represent 375 students. These are general education courses as part of their Life Science and Social Science requirements for transfer. This request continues the effort to offer the most current materials to support the student's completion of basic skills and general education courses.

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:

This request as part of our ongoing effort to modernize and buttress our teaching resources. We referenced these resources in Section 3 of our 2023 Program Review. "We are conducting an annual assessment and review of our teaching collection. This process of updating will also include our skeletal, primate, and early hominid collections."

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:

Each of these items will have an immediate and significant impact on teaching by fortifying the existing resources. The three old world monkey skulls dramatically increase our current collection and feature one of the most common species in rural and urban areas of the Indian subcontinent. This increase will allow students to make more accurate comparisons between species, especially ones that they may encounter in their own lives. The addition of articulated hands will allow a thematic focus on dexterity. We currently use examples located on our fused articulated chimpanzee skeleton for making observations as part of lab exercises. The additional specimens will allow students to handle each freely so they can rotate and view them in three dimensions. Our current exercises on early hominins evolutionary trends is hampered by a limitation in comparative samples, the additional crania will allow for clearer examples.

Detail the impact the equipment has on learning:

As a collective, these materials are geared toward our hands-on exercises, which create a varied learning landscape and provide the opening for different learning styles to be addressed. Most prominently, this investment includes enhanced visual and tactile experiences for students. These materials will increase the amount of time individual students will be able to interact with during exercises, as opposed to being distracted by problems in set-up. All of these items support our model of "learning by doing" and can have significant impact on comprehension and developing problem solving skills.

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

Classes/Sections: 11

Students: 375

SECTION 5: Student Learning Outcomes (SLOs)

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

The investment in laboratory resources will allow students to collect, document, and apply evolutionary theory in an applied setting. Student will be able to pose questions, make observations, and discuss their findings with these resources.

Each of the SLOs listed below will be strengthened by the teaching materials requested. The casts are representative of evolutionary trends, ancestral lineages, and variation in species. The expanded collection of skeletal resources and the more nuanced ability to make observations and measurements will allow a more comprehensive teaching environment to address topics such as, natural selection, comparative evolution, biomechanics, sexual dimorphism, race, and human development.

ANTR 1 Intro to Biological Anthropology

Students will be able 1) to explain how natural selection works and 2) to describe and identify fossil hominid species.

ANTR 1L Biological Anthropology Laboratory

Students will be able 1) apply the scientific method to solve research questions in anthropology; 2) Describe human evolution through the lens of the changes in the environment, biology, and cultural adaptations; and 3) Use osteological techniques to differentiate among non-human primate, fossil hominid species to illustrate evolutionary trends.

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?

N/A

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

These casts hold the potential to be utilized for decades. These are manufactured with archival materials, and when properly stored under climate controlled conditions, they have a significant life span.

How does the equipment provide renewal resources to the college?

These resources do not seem to be considered a renewable resource.

Operator

Primary operator:	Daniel Grover Cearley		
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:	60		
Comments:			

Maintenance and Repairs

Who will perform maintenance and repairs?	Daniel Grover Cearley		
Estimated hours per month:	0.00		
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: 50+ Years

FOAP (Budget) for Recurring Costs: _____

Vendor Name:

Fund

Org

Acct

Program

Bone Clones

Part A: Initial Start-Up Costs		
Type	Cost	Comments
Equipment or Materials	2,698.00	
Shipping & Delivery Fees	90.00	
Installation Costs	0.00	
Miscellaneous Costs	0.00	
Modification to Facilities	0.00	
Operator Training	0.00	
Maintenance/Repair Training	0.00	
Other	276.55	Alameda Sales Tax
(Enter as Positive) Discounts	0.00	
Start-Up Total	3,064.55	
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:	3,064.55	

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>Daniel Grover Cearley</i>	10/08/2024
Division Dean:	<i>J.M. Elderly</i>	10/09/2024
Vice President:	<i>Nan Ho</i>	10/11/2024
College Technology Services Manager:		
M&O Director:		
Vice President, Administrative Services:	<i>Sean Brooks</i>	10/16/2024

Bone Clones

9200 Eton Avenue

Chatsworth, CA 91311

QUOTATION

Proposal # 24033

DATE 10/7/2024

Phone: 818.709.7991 * Fax: 818.709.7993 * email: sales@boneclones.com * www.boneclones.com

SUBMIT TO:

Las Positas Community College
 Accounts Payable
 3000 Campus Hill Drive
 Livermore, CA 94551-9797

SHIP TO:

Las Positas Community College
 Receiving Department
 Daniel Cearley, Anthropology
 3000 Campus Hill Drive
 Livermore, CA 94551-9797

TERMS	FOB	EMAIL	PHONE	FAX
To be determined	Chatsworth	dcearley@laspositascollege.edu	924-424-1203	
ITEM CODE	QTY	DESCRIPTION	PRICE EACH	TOTAL
BH-013	1	Homo rudolfensis Cranium, KNM ER 1470, Bone Clones®	215.65	215.65T
BH-060	1	Australopithecus anamensis Cranium, Bone Clones®	308.75	308.75T
BH-022	1	Homo heidelbergensis Skull Atapuerca 5, Bone Clones®	342.00	342.00T
BH-030	1	Homo neanderthalensis Skull - Sawyer-Maley Reconstruction, Bone Clones®	501.60	501.60T
KO-242	1	Homo habilis OH 8 foot, Bone Clones®	184.30	184.30T
BC-084	1	Hanuman Langur (Temple Monkey) skull, Bone Clones®	194.75	194.75T
BC-069	1	Vervet Monkey skull, Bone Clones®	184.30	184.30T
BC-353	1	Aye-aye Skull, Bone Clones®	175.75	175.75T
KO-179	1	Mantled Howler Monkey Hyoid, Bone Clones®	57.00	57.00T
SC-353-184-A	1	Aye-aye Hand, Articulated Rigid, Bone Clones®	171.00	171.00T
KO-208-A	1	Gorilla Hand, Articulated Rigid, Bone Clones®	178.60	178.60T
BC-346	1	Colobus Monkey Skull, Bone Clones®	184.30	184.30T
				2,698.00
Shipping	1	Shipping and Handling- Qty: Box(es) Courtesy Reduced Shipping	90.00	90.00
ARO	1	Production time needed: week(s) after receipt of order.	0.00	0.00
		Educational Discount has been applied		
		* Alameda Sales Tax	276.55	276.55

Total:**\$3,064.55**

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