

Requisition #: _____
Banner #: _____

Reference #: IER#0000106
Fiscal Year: 2026-2027



Instructional Equipment Request (IER) Form

Title of Submission:	Anatomical Models
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Requestor Name:	Chea, Lina & Contreras Cardenas, A	Division:	STEM
Date Submitted:	10/06/2026	Discipline:	Biology

Type of Request:	New Equipment or Technology
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Describe the specific equipment requested.

Include model/specs if known. State whether this replaces existing equipment, upgrades current technology, or fills a new need.

3D anatomy models being requested. Models to be used in Allied Health pathway, particularly in Anatomy (Biology 7A), which serves as a gateway into pre-nursing. Obtaining the anatomical models will allow opportunities to more students to study in lab increasing the ratio from 1 model for every 28 students to at least 6 models.

KEY DEADLINES

Action	Deadline
IER form submitted to Division Dean	10/07/2026
Division Review of IER forms (Dean signature)	10/14/2026
IER due to Exec. Assistant, Administrative Services (with Dean & VP signatures)	10/21/2026

PRE-SUBMISSION CHECKLIST

- ☒ All fields in the form **MUST** be completed in full.
- ☒ Valid vendor quote* must be attached (include shipping, installation, and tax where applicable)
Do not split quotes or submit duplicates. For more details or assistance see Quote Requirements*
- ☒ IER form signed and submitted to Division Dean by the deadline, must include:
 - ☒ Quote (required)
 - ☐ New Vendor Application (if new vendor)
 - ☐ W-9 (if new vendor)

***Quote Requirements:** By law, purchases between \$ 30,000.00 and \$ 119,099.99 require 3 quotes from 3 different vendors. Purchases at or above \$ 119,100.00 require an RFP (bid) process and Board approval; if your request is approved, we provide further instructions via email. We are required to proceed with the cheapest option unless a compelling argument can be provided for a more expensive option. For assistance with quotes, contact Bill Pagano at bpagano@clpccd.org or (925) 485-5271.

[More information on Instructional Equipment can be found here.](#)

IER RUBRIC: HOW YOUR REQUEST WILL BE SCORED

Criteria	Max Points	Strong Evidence	Adequate Evidence	Limited Evidence
Mission & Planning Priorities [Section 2]	5	4–5: Clear and compelling evidence/data that equipment fully supports LPC Mission and Planning Priorities.	2–3: Clear evidence/data that equipment supports LPC Mission and Planning Priorities.	0–1: Limited or no evidence/data.
Programmatic Impact & Institutional support [Section 3]	10	8–10: Clear and compelling evidence/data (from program review) of substantial instructional impact.	4–7: Clear evidence/data of substantial impact on program instruction.	0–3: Limited or no evidence/data.
Teaching & Learning Enhancement [Section 4]	10	8–10: Clear and compelling evidence/data that equipment provides much-needed enhancement to instruction.	4–7: Clear evidence that equipment provides enhanced instruction not met through current means.	0–3: Limited or no evidence/data.
Student Learning Outcomes [Section 5]	5	4–5: Clear and compelling evidence/data that equipment support course and/or program outcomes beyond current capability.	2–3: Clear evidence that equipment supports course and/or program outcomes beyond current capability.	0–1: Limited or no evidence/data.
Safety and/or Org. Effectiveness [Section 6]	5	4–5: Clear and compelling evidence/data that equipment will support safety and/or organizational effectiveness beyond current capability.	2–3: Clear evidence/data that equipment will support safety and/or organizational effectiveness beyond current capability.	0–1: Limited or no evidence/data.
Total	35			

Tip: Use specific data and evidence in each narrative section. Requests without evidence receive lower scores. Incomplete requests will not be ranked.

INSTRUCTIONAL EQUIPMENT: ALLOWABLE & NON-ALLOWABLE ITEMS

Allowable Items – Instructional equipment expenditures are eligible only when the equipment, library material, or technology is used for classroom instruction, student instruction or demonstration, or in the preparation of learning materials within an instructional program. All eligible items must function as durable assets with a useful life exceeding one year. Requests must fall within one of the five categories below (requests are not limited to the examples provided within the categories):

- 1. Equipment and Furniture:** Instructional equipment and furniture for primary use by students in instructional programs. Examples include, but are not limited to: classroom and laboratory equipment, such as, whiteboards, screens, projectors, lab instruments; and, instructional furniture, such as, desks, tables, podiums, chairs.
- 2. Information Technology:** Instructional IT equipment for student use in classrooms, laboratories and/or in direct support of student services. Examples include, but are not limited to: desktops, laptops, monitors, printers, servers, network/wireless infrastructure, AV/TV, and multimedia systems.
- 3. Adaptive Equipment:** Equipment for ADA/OCR-eligible students that assists them in a learning environment.

NOTE: Each individual item must cost \$200 or more.

Non-Allowable Items – Equipment that serve administrative or non-instructional purposes. Examples are: Photocopiers, file cabinets, bookcases, computers used primarily for administrative functions, networking infrastructure for non-instructional use, and software licenses for administrative systems. Items that would be considered supplies or have a useful life of less than one year.

SECTION 1 — Location and Compliance Information

Equipment Location: Building #: 1850 Room #: 1858

If applicable, describe any legal requirement, mandate, or safety concern.

Cite specific regulations or compliance requirements.

N/A

SECTION 2 — Mission & Planning Priorities

Scored 0–5 points

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

- ☒ **Equity:** Affirm LPC's unwavering commitment to equity by deepening campus-wide engagement, enhancing professional development, embedding equity-minded practices in decision-making, assessment, and accountability processes; and building capacity to resolve inequities.
- ☒ **Student Success:** Increase student success and completion through sustainable college practices, processes, academic support, removal of barriers, and focused professional development.
- ☒ **Health & Wellness:** Establish a knowledge base and appreciation for health and wellness in the workplace; create a sense of urgency about wellness; prioritize wellness in decision-making, assessment and accountability; and build capacity to support wellness.

Explain how this equipment supports LPC's Mission and the Planning Priority/Priorities checked above.

Strong responses provide clear and compelling evidence or data that the equipment supports the LPC Mission and Planning Priorities (e.g., specific program goals, student populations, or outcomes).

Anatomy (BIO 7A) is a part of the Allied Health pathway and prepares students for transfer and continued education in healthcare-related fields. Three-dimensional anatomical models provide hands-on access to complex structure that students are expected to identify and understand as part of the course. Currently, approximately 28-30 students share a single model during lab. Purchasing additional models would reduce the model-to-student ratio to approximately one model for every four to five students, allowing many more students to examine structures at the same time.

This supports LPC's Equity priority by improving access to essential course materials for students with different learning needs and backgrounds, including English learners and students who benefit from hands-on and visual instruction. It also supports Student Success by reducing an instructional access barrier and increasing opportunities for students to practice identifying anatomical structures and prepare for laboratory practical examinations and subsequent coursework in the Allied Health pathway.

SECTION 3 — Program Review & Programmatic Impact

Scored 0–10 points

Strong responses provide clear and compelling evidence or data from program review of substantial instructional impact. If this equipment was not included in your most recent program review, provide a clear explanation of the instructional need.

Specify the educational programs this equipment supports:

This equipment supports BIO 7A: Human Anatomy which is a part of the Allied Health pathway in the Biology Department. Anatomy is a foundational course for students preparing to enter nursing and other healthcare-related programs. The requested anatomical models will support direct laboratory instruction by increasing student access to the structures they are expected to identify and understand.

Is the equipment part of an upcoming Program Review? Was it included last year? If not, why? Use language from your Program Review as evidence to support this request.

Quote or paraphrase relevant language directly from your Program Review. If not included in Program Review, explain why this need emerged outside the regular planning cycle.

Yes. The equipment is part of an upcoming Program Review and it was included last year. The following is language from our Program Review to support this request:

"New equipment has been requested through an Institutional Equipment Request. Since Anatomy is one of the most heavily impacted and frequently over-enrolled courses in the department, additional models are needed to reduce the model-to-student ratio. This will enable students to have increased hands-on time with the equipment, enhancing their learning experience."

The requested models directly address the Program Review. Currently, approximately 28-30 students share a single model. Increasing the number of models would allow students to work in smaller groups, improving access to the instructional equipment during laboratory activities and practical-exam preparation.

Section 4 — Teaching & Learning Enhancement

Scored 0–10 points

Provide clear and compelling evidence or data that this equipment enhances instruction and student learning beyond current capability. Strong responses demonstrate a much-needed instructional enhancement not met through existing means.

How does this equipment enhance teaching and the quality of instruction? Use evidence and data

Be specific about what instructors can do with this equipment that they cannot do now.

The requested anatomical models will substantially increase the amount of hands-on instructional access available in BIO 7A. Currently, approximately 28-30 students need to share a single model during lab activities. With additional models, students can work in groups of four to five, allowing multiple groups to examine anatomical models at the same time.

This will allow instructors to structure lab activities around smaller group observation, identification, and discussion rather than requiring students to wait for access to a single model. Students will have more time to manipulate the models, compare structures, ask questions, and practice identification skills during scheduled lab time.

Additional models will also improve access during open-lab or practical exam preparation periods by allowing more students to study simultaneously.

How does this equipment directly improve student learning?

Consider engagement, accessibility, hands-on practice, preparation for transfer or employment, etc.

Students in BIO 7A are expected to identify anatomical structures and relate structure to function. Increasing access to anatomical models gives students more opportunities to practice these skills directly using the same type of instructional materials used in laboratory activities and practical examinations. Smaller working groups will provide each student with more direct interaction with the models and reduce the amount of time spent waiting for access. This is particularly important in a course that relies heavily on visual and hands-on identification of three-dimensional structures.

The models will support students preparing for subsequent coursework and healthcare-related programs by giving them repeated practice interpreting anatomical structures in three dimensions.

Estimated impact of this equipment:

Number of Classes / Sections Impacted:	18 Sections Per Year	Estimated Number of Students Per Year:	540
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SECTION 5 — Student Learning Outcomes (SLOs)

Scored 0–5 points

Strong responses provide clear and compelling evidence or data that this equipment supports course and/or program outcomes beyond current capability.

Which course or program SLOs does this equipment support? List them.

Reference the relevant SLO language from your course outline or program.

For BIO 7A: Human Anatomy

The requested models directly support the following Student Learning Outcomes:

- Identify the structures of the body systems using models, slides, cadavers, and/or visual media.
- Relate structure to the function of anatomical structures and understand how a change in structure would alter function.

The models also support BIO 50: Anatomy and Physiology by helping students describe the structural organization of cells, tissues, organs, and organ systems, and explain how their anatomical form supports their specific functions.

How will this equipment enable measurable improvement of your current SLO attainment?

Consider how the equipment addresses gaps in current instructional capability, student practice, or skill development.

Additional anatomical models will increase the amount of direct practice each student receives in identifying anatomical structures. Currently, approximately 28-30 students share a single model. Increasing the number of models will allow students to work in groups of approximately four to five, providing substantially more opportunities for individual observation, identification, and discussion.

Improvement can be measured through student performance on laboratory practical examinations and other assessments that require identification of anatomical structures.

The student learning outcomes listed below will be achieved with the acquired models:

- Identify structures on the brain stem model
- Identify structures on the ventricle model
- Identify parts and associated structures on the spinal cord cross-section model

SECTION 6 — Safety & Organizational Effectiveness

Scored 0–5 points

Strong responses provide clear and compelling evidence or data that this equipment supports safety and/or organizational effectiveness beyond current capability.

Describe, in detail, the impact this equipment will have on safety and/or organizational effectiveness:

The requested anatomical models will improve organizational effectiveness by increasing the number of students who can use instructional equipment simultaneously during BIO 7A laboratory activities.

Providing additional models will allow students to work in smaller groups of approximately four to five, reducing congestion around a single model and allowing laboratory time to be used more efficiently. Instructors will be able to organize multiple groups around the same learning activity at the same time rather than managing access to limited equipment.

Increased model availability will also improve efficiency during laboratory practical preparation and open-study periods by allowing more students to review anatomical structures simultaneously. Because the models are durable instructional materials that can be reused across multiple sections and semester.

SECTION 7 — Total Cost of Ownership & Sustainability

How does this equipment meet or exceed LPC's [Sustainability Efforts](#)?

Consider energy efficiency, reduced waste, longevity, and end-of-life disposal plan.

The requested anatomical models are durable instructional materials intended for repeated use across multiple sections and semester. Unlike consumable instructional materials, the models can be reused by students year after year with minimal ongoing resource consumption.

Increasing the number of available models will also reduce reliance on temporary or improvised alternative when additional instructional materials are needed. With proper handling and routine cleaning, the models are expected to remain functional for many years, supporting long-term instructional use while minimizing replacement frequency and material waste.

Does the new equipment replace older equipment?

If yes, will you retire/surplus the old equipment? If not, where will it be stored and what are the storage costs?

No. The requested models will supplement the existing anatomical model inventory rather than replace current equipment. Existing models will remain in instructional use. Because the new models will be incorporated into the currently laboratory inventory, no additional storage space or significant storage cost is anticipated.

SECTION 7 – Total Cost of Ownership & Sustainability (continued)

Operator		Maintenance & Repair	
Primary Operator	Biology Instructors, Lab Technicians, Students	Who will perform maintenance & repairs?	Biology Lab Technicians
Does the work align with current position duties?	Yes	Does the work align with current position duties?	Yes
Cost to train primary operator:	\$0.00	Cost to train for maintenance and repairs:	\$0.00
Estimated hours equipment will be used per month:	40	Estimated hours per month:	5

Comments:

FOAP (Budget) for Recurring Costs: _____ - _____ - _____ - _____
Fund Org Account Program

Estimated Lifespan of Equipment: 15+ Years

Part A: Initial Start-Up Costs	Cost (\$)	Notes
Equipment / Materials	\$3,614.80	
Shipping & Delivery	\$0.00	FREE STANDARD GROUND SHIPPING
Installation	\$0.00	
Operator Training	\$0.00	
Facilities Modification	\$0.00	
Other	\$370.52	ESTIMATED TAX
Discounts (enter as positive)	\$0.00	
Subtotal	\$3,985.32	
Part B: Annual Operating Costs	Cost (\$)	Notes
Service / Maintenance	\$0.00	
Part Replacement	\$0.00	
Software Licensing	\$0.00	
Supplies	\$0.00	
Vendor Calibration / Standardization	\$0.00	
Storage	\$0.00	
Other	\$0.00	
Subtotal	\$0.00	

Overall Cost (Start-Up + Annual) \$3,985.32

APPROVALS & SIGNATURE ROUTING

Before signing below, please confirm all fields are completed, the information is correct, and the request is for allowable items. A vendor quote must be attached before the form is submitted.

1  Quote (Preferred Vendor)

Title	Signature	Date
Requestor:	<i>Lina Chea</i>	10/06/2026
Division Dean:	<i>Paula Checchi</i>	10/12/2026
Vice President:	<i>Nan Ho</i>	10/13/2026
College Technology Services Manager:	<i>Stephen Gunderson</i>	10/14/2026
M&O Director:	<i>JOHN SEYBERT</i>	10/17/2026
Vice President, Administrative Services:	<i>Sean Brooks</i>	10/25/2026

REFERENCE: IER Process Flow

1	Requestor submits completed packet 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 request; forwards to M&O and IT for technical review
5	RAC reviews and scores requests
6	Executive Assistant compiles final rankings for RAC review
7	RAC Co-Chairs meet with College President to discuss ranked requests
8	President issues approval memo to RAC
9	RAC notifies requestors of approved requests and any additional steps (e.g., additional quotes, board packet)
	<i>For requests that meet the board threshold, Purchasing will initiate the RFP (bid) process in collaboration with the requestor. Purchasing will notify the requestor of the winning bid/vendor. Bid process takes approximately 6 weeks.</i>
10	Requestor submits Requisition with updated quote(s) (itemization not required on Reqs for IERs) see example
11	Business Office reviews and enters requisitions into Banner; forwards requests to Purchasing*
	<i>*For board requests, bid process must be completed first, then requisition submitted to Business Office for entry into Banner, then Division submits board packet with copy of req entered into Banner (note Banner Doc # on packet).</i>

Questions? Contact the [RAC Co-Chairs](#) or the [Executive Assistant, Administrative Services](#).

Your Sales Contact

Braylee Haffey

braylee.haffey@avantorsciences.com



100 Matsonford Road Building One
Radnor PA 19087

QUOTATION

Sold To : 80084039

LASPOSITAS COLLEGE
STATE OF CA CONTRACT 7 16 99 26 01
3033 COLLIER CANYON RD
LIVERMORE CA 94551-9797

Quote Number

8033083838

Customer Reference

BIO IER FALL '26

Quote Prepared For

Lina Chea

925-424-1331

lchea@laspositascollege.edu

Net Terms

30 days net

Currency

USD

Valid From

10/02/2026

Valid To

11/01/2026

DELIVERY

Ship To : 80157177

LASPOSITAS COLLEGE
3033 COLLIER CANYON RD
LIVERMORE CA 94551-9797

Bill To : 80084039

LASPOSITAS COLLEGE
STATE OF CA CONTRACT 7 16 99 26 01
3033 COLLIER CANYON RD
LIVERMORE CA 94551-9797

Remittance by Check:
VWR International, LLC
P.O. Box 22028 New York,
NY 10087

SWIFT Code:
CHASUS33
EFT bank acc number:
713367558
Bank Transit Routing Number:
021000021

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Fax : 1-866-329-2897

Web : www.vwr.com/us

Email : customerservice@avantorsciences.com

When placing your order, please include your quotation number and account number to ensure you receive the correct price.

Row	Catalog Number	Product Description	Qty	UOM	Unit Price	Extended Price
10	470119-062	MODEL BRAIN VENTRICLES	5	EA	223.76	1,118.80
20	470015-730	MODEL SPINAL CORD SECTION	5	EA	499.20	2,496.00

Item Total : 3,614.80

Estimated Tax : 370.52

Quote Total : 3,985.32

NASPO Contract MA2024005
Free Standard Ground Shipping

Row	Catalog Number	Product Description	Qty	UOM	Unit Price	Extended Price
10	470119-062	MODEL BRAIN VENTRICLES	5	EA	223.76	1,118.80
 MODEL BRAIN VENTRICLES Product Link : https://www.vwr.com/us/en/catalog-number/470119-062 Shipping Dimensions Weight / Size (L*W*H) per UOM : 3.000 LB/ 8.000*7.000*8.000 IN UOM Component Info : EA(1items) Country of Origin : DE Availability : Stock is available , Estimated shipping date 10/05/2026						

Your Sales Contact

Braylee Haffey

braylee.haffey@avantorsciences.com



100 Matsonford Road Building One
Radnor PA 19087

QUOTATION

Sold To : 80084039

LAS POSITAS COLLEGE
STATE OF CA CONTRACT 7 16 99 26 01
3033 COLLIER CANYON RD
LIVERMORE CA 94551-9797

Quote Number

8033083838

Customer Reference

BIO IER FALL '26

20	470015-730	MODEL SPINAL CORD SECTION	5	EA	499.20	2,496.00
 MODEL SPINAL CORD SECTION Product Link : https://www.vwr.com/us/en/catalog-number/470015-730 Shipping Dimensions Weight / Size (L*W*H) per UOM : 4.050 LB / 15.800*13.000*4.400 IN UOM Component Info : EA(1items) Country of Origin : DE Availability : Stock is available , Estimated shipping date 10/05/2026						

Item Total : 3,614.80
Estimated Tax : 370.52
Quote Total : 3,985.32

The information contained in this quote is trade secret, confidential and proprietary to VWR and is intended solely for the recipient. It reflects the most current data available and is subject to change without notice given the evolving nature of global trade policies and market conditions. VWR will continue to monitor developments and provide updates as appropriate.

Financing Available. Contact your VWR Representative for details about flexible financing programs.

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Identified stock status is based on product availability at time of the quote and may change at time of order. Delivery dates are based on standard lead times from suppliers.

Charges displayed on the quotation including freight, tax and other charges are estimates and may vary at time of order.

Any images used are not necessarily representative of any product offering from VWR International and do not constitute the basis for purchase decisions.

Customer is responsible for unloading and providing standard receiving facilities for large and/or heavy shipments. Special unloading or delivery can be arranged, provided VWR International is notified at the time of order placement. For such arrangements, please contact VWR International for a quotation. All quotes for installation assume that services related to the equipment are in place at the Customer site (including, but not limited to, gas, plumbing, electrical and ventilation) as per the equipment manufacturer's specifications prior to the installation of the equipment. Installation or other services are not included in this quotation, unless otherwise noted on the quotation.

Customer has a limited amount of time to document and report any shipping damage. Please inspect all shipments upon receipt and refer to Section 4 of VWR International's Terms and Conditions of Sale for additional information.

Items prefixed with "MISC" are subject to regulatory approval once VWR International receives acceptance from the customer. They are special order, and as such may not be returnable. Please allow 6-8 weeks delivery from the time of your first order or acceptance of this quotation.