

Requisition #: _____
Banner #: _____

Reference #: IER#0000148
Fiscal Year: 2026-2027



Instructional Equipment Request (IER) Form

Title of Submission:	Anthropology Teaching Materials: Hominin and Primate Casts		
Requestor Name:	Cearley, Daniel Cearley	Division:	BSSL
Date Submitted:	10/07/2026	Discipline:	Anthropology
Type of Request:	New Equipment or Technology		

Describe the specific equipment requested.

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

We are requesting a group of four high-quality museum quality casts that represent three non-human primate species and one hominin. Each of these fill in a gap in our teaching materials collection. The primate craniums complete a species which was underrepresented. The articulated Neanderthal skeleton will provide a realistic representation of one of our closest ancestors and significantly expand our ability to teach human evolution.

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 #: 1000 Room #: 1061

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

Cite specific regulations or compliance requirements.

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).

This request continues our effort to offer the most accurate materials to support the student's completion of general education and directly aid in full filling LPCs mission. These casts offer a unique way for explaining the concept of natural selection and human evolution.

Pew research studies on natural selection show that although there is broad consensus (97%) among the scientific community that it is the central explanatory model for biological change that underpins all of the life sciences, however the public has difficulty articulating how it works and there are significant numbers who resist recognizing it as a valid model. These casts offer a powerful mechanism for explaining natural selection and addresses the mission of LPC to support "an inclusive learning-centered institution providing educational opportunities and support for completion of students' transfer, degree, basic skills, career-technical, and retraining goals." Casts provide a tactile three-dimensional experience to convey information beyond the textbook and lectures. These casts are life-size and accurately reflect human bone. It is much easier to conceptualize one's relationship with another species when it looks realistic, and one can interact with it directly. Students will be able to conceptualize teaching themes better and succeed with these resources.

In addition, these casts offer alternatives to traditional modes of learning can help address one of the main planning priorities, specifically to "Increase student success and completion through change in college practices and processes".

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 request is targeted towards our biological, archaeology, and forensic anthropology courses, which comprise the majority of our sections. In Fall 2026, we offered 9 lecture and 4 labs, that represent 450+ 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 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.

This request is part of our ongoing effort to modernize and buttress our teaching resources. We referenced these resources in Section 2. Please describe your most important challenges “we conduct an annual assessment and review of our teaching collection. we will continue to request new and updated materials.” and “also include our skeletal, primate, and early hominid collections.

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.

Each of these items will have an immediate and significant impact on teaching by fortifying the existing resources. The new world monkey and the prosimian skulls dramatically increase our current collection and reflect common species in in South America and Madagascar respectively.

The Neanderthal skeleton will allow students to make more accurate comparisons between species, especially ones, like Neanderthals, may look very similar to them. We currently use cranial examples as part of lab exercises. Our current exercises on early hominins evolutionary trends is hampered by a limitation in comparative samples. In a similar way, the early Hominin skeleton will allow for clearer comparative observations between species. The early genus homo has suffered from poor reproductions. The cast will help amend this issue.

How does this equipment directly improve student learning?

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

Each of these items will have an immediate and significant impact on teaching by fortifying the existing resources. As mentioned above, we currently use cranial casts to better illustrate our Neanderthal cousins. A stand-up articulated skeleton that is an accurate representation is easier to compare with ourselves. Students will be able to walk around a skeleton and compare this directly with our human counterparts. In a similar way, the non-human primates will offer a broader range of data points to draw comparisons. We will be able to expand our lab exercises to be more comprehensive in how students make scientific conclusions.

Estimated impact of this equipment:

Number of Classes / Sections Impacted:	9	Estimated Number of Students Per Year:	450+
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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.

ANTR1 - Biological/Physical Anthro

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

ANTR1L - Biological/Physical Anthro Lab

- Students will be able to apply the scientific method to research in anthropology.
- Students will be able to identify fossil hominid species including osteological adaptations.

ANTR2 - Introduction to Archaeology

- Apply the methods, tools, and technical skills of archaeological research.
- Students will be able to use theory to interpret archaeological data.

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.

This request is targeted at our biological anthropology courses, which comprise the majority of our sections. We will use these primarily in three courses which we offered 8 lectures and 4 labs, that represent 400+ 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 students' completion of basic skills and general education courses.

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:

These casts have been utilized as teaching resources at LPC, other 2-year and 4-year institutions of higher education for decades. They have a clear track record of being safe and effective.

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.

These casts offer a one-time investment. With proper care, they will not need to be replaced and will represent a collection that can be leveraged by the college for decades and generations of students.

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?

N/A

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

Operator		Maintenance & Repair	
Primary Operator	Daniel Cearley	Who will perform maintenance & repairs?	Daniel Cearley
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:	0.00	Estimated hours per month:	0.00

Comments:

These casts require extremely simple to maintain: consistent temperature, limited direct sunlight, and handling with specific guidelines.

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

Estimated Lifespan of Equipment: Lifetime

Part A: Initial Start-Up Costs	Cost (\$)	Notes
Equipment / Materials	\$16,915.37	
Shipping & Delivery	\$0.00	
Installation	\$0.00	
Operator Training	\$0.00	
Facilities Modification	\$0.00	
Other	\$0.00	
Discounts (enter as positive)	\$0.00	
Subtotal	\$16,915.37	
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) \$16,915.37

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>Daniel Grover Cearley</i>	10/07/2026
Division Dean:	<i>Titian Lish</i>	10/20/2026
Vice President:	<i>Nan Ho</i>	10/20/2026
College Technology Services Manager:	<i>Stephen Gunderson</i>	10/21/2026
M&O Director:	<i>John Seybert</i>	10/21/2026
Vice President, Administrative Services:	<i>Sean Brooks</i>	10/23/2026

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](#).

Bone Clones Holdings
9200 Eton Avenue
Chatsworth, CA 91311

QUOTATION

Proposal # 25478

DATE 10/7/2026

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

SUBMIT TO:

Las Positas Community College
 Attn: Accounts Payable
 7600 Dublin Blvd; 3rd Flr
 Dublin, CA 94568
 accountspayable@clpccd.org

SHIP TO:

Las Positas Community College
 Receiving Dept 7am-11:45am/12:30-2pm
 Daniel Cearley - Anthro -PO: P2500400
 3000 Campus Hill Drive
 Livermore, CA 94551-9797

TERMS	FOB	E-Mail	PHONE	FAX
Net 30	Chatsworth	dccarley@laspositascollege.edu	924-424-1203	
ITEM CODE	QTY	DESCRIPTION	PRICE EACH	TOTAL
BCH	1	IMPORTANT: BEFORE ISSUING AN ORDER OR A PO, PLEASE READ THE FOLLOWING: Company information has changed effective September 24, 2024: Legal Business Name: Bone Clones Holdings DBA: Bone Clones (please remove "Inc.") Tax ID: 99-3870397 W-9 and Updated Bank information will be provided upon request. Also, please remove the Chase St. address from your records. We've moved to the 9200 Eton Ave. address since 2017.	0.00	0.00
SC-019-A	1	Neanderthal Skeleton, articulated, Bone Clones® - HT	14,347.40	14,347.40T
BC-136	1	Mouse Lemur Skull, Bone Clones® - HT	107.64	107.64T
BC-284	1	Sifaka Lemur Skull, Bone Clones® - HT	170.20	170.20T
BC-017	1	Mantled Howler Monkey Skull, Bone Clones® - HT	195.96	195.96T
		Subtotal		14,821.20
Shipping	1	Shipping and Handling- Qty: Box(es) * Reduced shipping	575.00	575.00
CO	1	MADE IN USA of polyurethane resin, Replicas for Educational purposes.	0.00	0.00
ARO		Production time needed: 4-5 week(s) after receipt of order.	0.00	0.00
		*Discount applied to proposal		
		* Alameda Sales Tax	1,519.17	1,519.17

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Total: \$16,915.37