LAS POSITAS COLLEGE

Instructional Equipment Request (IER) Form
FY 2022-2023

Deadlines

Date	Action
October 12, 2022	IER forms due to Division Dean
October 19, 2022	Division review of IER forms (Dean & VP signature)
October 21, 2022	IER forms due to Executive Assistant of Administrative Services (with Dean & VP signature)

Checklist

- ☑ All IER form fields complete (**attach requisition and quote before e-signing IER form**)
- ☑ Requisition completed and attached
- ☑ Valid quote attached (with extended expiration date) including (1) shipping costs, (2) installation fees, and (3) taxes. **Do not split quotes or submit duplicate quotes**. For assistance with quotes, please contact Bill Pagano at bpagano@clpccd.org or (925) 485-5271.
    - If the quote total (including taxes) ranges from **$30,000 to $99,099**:
        - You must submit **three** written quotes with your request.
    - For quotes of **$99,100 or more**, the request must go out for bid (aka RFP process) and requires Board approval. You will be provided further instruction after your request is approved.
- ☑ IER form and requisition signed by Requestor
- ☑ IER form, requisition, and quote submitted as one PDF file to Division Dean including:
    - New Vendor Form (if new vendor)
    - Copy of W9 (if new vendor)

*Note: Mac Users – do not use Apple Preview to complete forms – data will not appear when printed.

IER Process Flow

1. All paperwork filled out and signed by Requestor
2. Requestor submits to Dean for signature
3. Dean submits to VP for signature
4. VP submits to Executive Assistant of Administrative Services for review
5. EA Admin Svcs submits to M&O and IT for review
6. EA Admin Svcs creates scoring spreadsheet and disseminates to committee
7. RAC scores submissions and returns to EA Admin Svcs
8. EA Admin Svcs combines committee scores for review
9. RAC Chair documents committee scoring in memo
10. College President meets with RAC Chair to review committee recommendations
11. President's Office provides approval memo to RAC
12. RAC submits IER forms to Business Office for processing

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: Amelia Blackshear **Division:** PATH

This Equipment Request is: ☐ A Replacement | ☐ An Upgrade | ☑ 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 #: Public Safety Complex (Fall 2023) **Room #:** TBD

Comments:

See 2022-2023 IER PATH EMS ECG Simulators

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:

See 2022-2023 IER PATH EMS ECG Simulators

Instructional Equipment Request (IER) Form
FY 2022-2023
ECG Simulators

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:

The EMS ECG Simulators are outdated and non-serviceable. The Nasco Healthcare, Inc. Electrocardiogram (ECG) Code 12-lead Simulator (ECG Simulator) is an instructional arrhythmia tutor required for use with LifePak 15 monitor/defibrillators, that generates realistic ECG rhythms. The ECG Simulator allows instructors to connect monitor/defibrillators directly to the simulator. Independent chest lead and limb lead ECG signals create realistic 12-lead ECGs for each rhythm. The ECG Simulator's capabilities include the ability to generate ST segment and T wave abnormalities including: Anterior MI, Inferior MI, Antero-Septal ST Elevation, Anterior ST Depression, Lateral ST Elevation, and Inferior ST Elevation. Additionally, this interactive 12-lead ECG simulator delivers pacing and defibrillation directly through a hands-free defibrillation cable. Waveforms for pacing include: Sinus Brady (two), 1st degree A-V block, 2nd degree type I A-V block, 2nd degree type II A-V block, 2nd degree type II A-V block with PVCs, and 3rd degree A-V block. Cardioversion may be simulated with a "convert" feature to select before defibrillation discharge. The waveforms for defibrillator training include: Ventricular Fibrillation, Ventricular Tachycardia, Torsade, Atrial Fibrillation, Atrial Flutter, PSVT, Sinus Tachycardia, Sinus Rhythm, Sinus Rhythm with PVCs, Asystole, and Normal Sinus Rhythm.

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:

The LPC EMS Department must comply with several oversight and regulatory agencies to provide pre-hospital career technical education (CTE) training courses and programs. Paramedic education program curriculum is promulgated and governed by these entities. The following organizations prescribe the mandates and legal requirements for LPC's Emergency Medical Services (EMS) training programs and courses wherein exists the basis of the purchase of the requested instructional medical equipment. The United States Department of Transportation (DOT), National Highway Traffic Safety Administration (NHTSA) established the National Standard Curriculum for Emergency Medical Technician-Paramedic (EMT-P, Paramedic). This curriculum represents the minimum required information to be presented within a course leading to certification as a Paramedic.

LPC's Paramedic Academy is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), the leader and largest postsecondary programmatic accrediting agency of the health sciences professions education. CAAHEP is recognized by the Council for Higher Education Accreditation (CHEA). At the heart of the CAAHEP accreditation system are the nationally-recognized Standards and Guidelines. CAAHEP Standards have common elements with discipline-specific requirements for training entry level practitioners in the paramedic profession. The Standards review

process is rigorous, including input from the communities of interest, a public open hearing, and approval by the Committee on Accreditation (CoA).

"The program must demonstrate by comparison that the curriculum offered meets or exceeds the content and competency of the latest edition of the National EMS Education Standards."

Specifically, CAAHEP carries out its accrediting activities with EMS programs in cooperation with the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP). LPC's programmatic accreditation in the EMS disciplines serves a very important public interest and reflects what a student needs to know and be able to do to function successfully within pre-hospital care profession. Additionally, LPC's EMS programs require compliance meet the regulations of the National EMS Scope of Practice Model (Practice Model). The Practice Model is a work product commissioned by the NHTSA as a continuation of the commitment of the National Highway Traffic Safety Administration (NHTSA) and the Health Resources and Services Administration (HRSA) to the implementation of the EMS Agenda for the Future ("EMS Agenda"). It is part of an integrated, interdependent system, first proposed in the EMS Education Agenda for the Future: A Systems Approach ("Education Agenda") that endeavors to maximize efficiency, consistency of instructional quality, and student competence. It supports a system of EMS personnel licensure that is common in other allied health professions and is a guide for States in developing their Scope of Practice legislation, rules, and regulation.

The Emergency Medical Services System and Prehospital Emergency Medical Care Personnel Act (California Health and Safety Code sections 1797 et seq.) created the Emergency Medical Services Authority in 1980.

The EMS Authority is charged with providing leadership in developing and implementing Emergency Medical Services (EMS) systems throughout California. In California, day-to-day EMS system management is a local responsibility. Each county developing an EMS system must designate a local EMS agency (LEMSA) which can be the county health department, an agency established and operated by the county, an entity with which the county contracts for the purposes of EMS administration.

The state's California Code of Regulations, Title 22, Division 9. Chapter 4. Emergency Medical Technician-Paramedic, Article 3. Program Requirements for Paramedic Training Programs contains EMS program requirements and education. The California Code of Regulations (CCR, Cal. Code Regs.) is the codification of the general and permanent rules and regulations (sometimes called administrative law) announced in the California Regulatory Notice Register by California state agencies under authority from primary legislation in the California Codes.

Locally, the Alameda County Emergency Medical Services Agency (ALCO EMS) is the Agency that plans, implements, and oversees all Emergency Medical Services (EMS) activities conducted in Alameda County. ALCO EMS maintains the highest standards for EMS educational programs in accordance with California State Regulations. ALCO EMS provides approval and oversight for EMS training programs operating in Alameda County. The Alameda County EMS Agency is the approving authority for any organization wishing to conduct a Paramedic Training Program within Alameda County.

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.

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

Mission Statement

Training LPC students incorporating the ECG Simulator in concert with the LP15 cardiac monitor/defibrillator within our courses directly supports LPC's Mission Statement in providing an inclusive-learning centered institution that provides educational opportunities that utilize innovative training equipment that support the completion of student transfer degree, basic skills, career technical, and retraining goals, at pace with industry-standards while employing contemporary field tools and equipment related to patient assessment, monitoring, treatment, and reassessment.

Planning Priorities

Standard I: Mission, Academic Quality, and Institutional Effectiveness, and Integrity

Utilization of the ECG Simulator medical training equipment and technology supports LPC Planning Priorities by illustrating the institution ensures that its commitment to high quality education, student achievement and student learning are paramount. The ECG Simulator's proven performance provides improved academic quality to students during the development of their psychomotor and critical thinking skills. The ECG Simulator is an integral instructional patient assessment tool that incorporates the features of baseline patient assessment and reassessment as determined by EBM prehospital care standards. The ECG Simulator's functionality and technology guides responders to recognizing and interpreting a multitude of ECG waveforms, determining and practicing appropriate treatment pathways, for performing patient reassessment, and to participate in post-event review for student patient care teams.

Standard II: Student Learning Programs and Support Services

Use of the ECG Simulator demonstrates the institution offers instructional programs, learning support services, and student support services aligned with its mission. The improved quality and realism of the patient assessment and cardiology simulations provided to our students in LPC's Programs would be conducted at contemporary levels of quality and rigor appropriate for higher education.

Standard III: Resources

The ECG Simulator's state-of-the-art technology exhibits the college effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Specifically, regarding resources, incorporating the use of the ECG Simulator with the LP 15 monitor/defibrillator in LPC pre-hospital theory courses and psychomotor skills training exemplifies the institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission. With technology resources, the college embodies the fact that technology services, professional

support, facilities, hardware, and software are appropriate and adequate to support the institution's operational functions, academic programs, teaching and learning, and support services. Additionally, the use of the ECG Simulator in career technology Programs indicates the institution's continuous plans for, updates and replacement of technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, programs, and services.

Standard IV: Leadership and Governance

Through the Instructional Equipment Request (IER) process the institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. The governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved.

SECTION 3: Educational Items | Program Review

Specify the educational programs the equipment supports:

The LifePak 15 ECG Simulator supports multiple educational programs including the Emergency Medical Services Programs:

Emergency Medical Responder (EMR) training, EMR Certificate of Accomplishment, Emergency Medical Technician (EMT) training, EMT Certificate of Accomplishment, California state EMT certification, and preparation to become a Nationally Registered Emergency Medical Technician (NREMT) EMR and/ or NREMT EMT, Emergency Medical Technician- Paramedic training and course completion certificate, Emergency Medical Services EMT-Paramedic Certificate of Accomplishment, Emergency Medical Services EMT-Paramedic Associate of Science degree, California state certification and county licensure, and preparation to become a Nationally Registered Emergency Medical Technician (NREMT) Paramedic, Fire Service Technology Programs Fire Technology Certificate of Accomplishment, and the Fire Technology Associate of Science degree.

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:

Since my appointment as LPC Full Time Faculty and as the EMS Training Programs/ Paramedic Academy Director, on August 18, 2022, Emergency Medical Service (EMS) medical equipment, training tools, training platforms, technology, and supplies are identified as an important area requiring assessment, inventory, maintenance, end-of-use, and safety program review. Recently, (from the initial EMS training relocation in June 2021, Building 2100 to the Portable 100 classrooms, and after the second EMS training relocation in May 2022, from the Portable100 classrooms to the current location, the 2500 building) auditing of the LPC EMS medical equipment and supplies continues. There remains only one "working" ECG Simulator which is outdated and is not serviceable. Arrhythmia recognition ECG

simulators and additional medical equipment are necessary to include in the upcoming Program Review.

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:

ECG simulators used in conjunction with a LIFEPAK 15 monitor/defibrillator provides multiple enhancements and benefits to the current level of teaching capabilities. Currently, the EMS training program has only one remaining "working" arrhythmia trainer it utilizes for cardiac monitor/ defibrillator training. Its technology, features, and capabilities do not meet today's patient assessment and patient care industry standards. Not surprisingly, the current ECG simulator for monitor/ defibrillator training is no longer used in the current clinical and/or prehospital field transport training environment. The EMS ECG simulator does not possess the additional patient assessment, monitoring, and treatment capabilities necessary for prehospital care students and/or practitioners to optimally perform baseline patient assessment. Additionally, the benefits of utilizing an updated ECG Simulator when teaching includes improvements to scenario-based learning. Scenario-based training combines good storytelling with interactive learning. It can be particularly useful when instructional staff need to provide a dialogue and imitate a real-life situation. While it is important to eventually reach the desired goal of the course, walking student learners through different scenarios exercises their decision-making and critical thinking skills. Engaging students through a narrative and allowing them to apply their knowledge helps to retain information.

Detail the impact the equipment has on learning:

The updated ECG Simulator enables teachers to provide instruction wherein the students may provide more effective care with an integrated system of equipment, CPR devices, monitor/defibrillators and data solutions that help improve their ability to learn to handle time-dependent emergencies like cardiac arrest, STEMI, stroke or sepsis and other emergent care needs. The use of ECG Simulators allows students to assess and monitor patient information such as heart rhythms, and to deliver the appropriate energy-driven cardiac treatment. The upgradeable platform adapts to evolving protocols and new care guidelines.

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

Classes/Sections: 15 **Students:** 325

Multiple instructional strategies may be employed using an ECG Simulator during training. Educators can navigate different types of scenarios with learners. For psychomotor skills scenario testing, the learner is encouraged to demonstrate skills and knowledge that have been acquired throughout the current lesson or lesson plan. An example is a cardiac rhythm interpretation and treatment training situation where the learner has to determine which patient care treatment will yield the best patient care outcome. The equipment supports instructor use of Problem Solver scenarios; situations where learners have to apply both their theoretical and practical knowledge to solve a problem. These types of scenarios test the learner's decision-making skills, ability to reason and critical reasoning capacity.

SECTION 5: Student Learning Outcomes (SLOs)

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

The ECG Simulator equipment and technology will enhance our ability to realistically provide career technology patient care training to improve student critical thinking skills to surpass our current student learning outcomes throughout all of the EMS Department's courses. These course SLOs include:

Emergency Medical Services: Course Student Learning Objectives

EMS70 - CPR for Health Care Providers

- Upon completion of EMS 70, the student shall be able to perform the CPR skills required for a Health Care Provider according to the standards of the American Heart Association.

EMS11 - Paramedic Theory 2

- Upon completion of EMS 11, the student will be able to perform the correct emergency medical treatment for the condition observed when presented with a clinical condition identified by a 12-lead electrocardiogram.
- Upon completion of EMS 11, the student will be able to read and interpret a 12-lead electrocardiogram in order to describe a syndrome under the umbrella of Acute Coronary Syndromes.
- Upon completion of EMS 11, the student will be able to formulate a differential diagnosis of the emergency syndromes when evaluating a pediatric patient with shortness of breath.

EMS13 - Paramedic Laboratory 2

- Upon completion of EMS 13, the student will be able to manage and treat an adult patient in cardiac arrest using the standards of the American Heart Association Advanced Cardiac Life Support protocols.
- Upon completion of EMS 13, the student will be able to properly identify a simulated dynamic and static electrocardiographic rhythm on a 4-lead ECG monitor and treat the syndrome signified by the ECG tracing.
- Upon completion of EMS 13, the student will be able to manage and treat a pediatric patient in cardiac arrest using the standards of the American Heart Association Pediatric Advanced Life Support protocols.

EMS12 - Paramedic Laboratory 1

- Upon completion of EMS 12, the student will be able to demonstrate the psychomotor skills related to medication administration, patient assessment, and airway management.
- Upon completion of EMS 12, the student will be able to use a variety of skills from their completed portfolio to assess a patient and carry out appropriate treatment.
- Upon completion of EMS 12, the student will be able to demonstrate the successful insertion of an intravenous catheter into a simulated vein.

EMS16 - Paramedic Clinical Occupation

- Upon completion of EMS 16, the student will be able to perform a physical examination on a live patient with their consent and identify immediate life-threatening conditions that need to be treated.
- Upon completion of EMS 16, the student will be able to deliver a patient care report to a physician, registered nurse, or paramedic that is accurate and describes the care delivered by the student.

EMS17 - Paramedic Capstone Occupation

- Upon completion of EMS 17, the student will be able to choose the appropriate medication or treatment method medically indicated for the prehospital umbrella of Acute Coronary Syndromes.
- Upon completion of EMS 17, the student will be able to choose the appropriate medication or treatment method medically indicated for the prehospital emergency encountered.
- Upon completion of EMS 17, the student will be able to demonstrate knowledge of all the prehospital treatment protocols used in the service area located where the student is performing the Capstone Internship.
- Upon completion of EMS 17, the student will demonstrate the ability to manage an emergency in the out-of-hospital setting by directing the resources of the local fire department and support personnel from the ambulance provider.

EMS10 - Paramedic Theory 1

- Upon completion of EMS 10, the student will be able to assess and discuss respiratory emergencies, and utilize airway tools to treat patients.
- Upon completion of EMS 10, the student will be able to discuss the physiology and pathophysiology of emergent medical illnesses and traumatic injuries.

EMS91 - Emergency Med. Tech- Refresher

- Upon completion of EMS 91, the student will be able to articulate the recent advances in emergency medical care within the last two years.
- Upon completion of EMS 91, the student will be able to demonstrate continued proficiency in the psychomotor skills required in their scope of practice.

EMS30 - Emergency Medical Responder

- Upon completion of EMS 30, the student will be able to implement treatment at the scope of practice of Emergency Medical Responder.
- Upon completion of EMS 30, the student will be able to recognize emergency medical illnesses and traumatic injuries.

EMS20 - Emergency Medical Technician

- Upon completion of EMS 20, the student will be able to demonstrate proficiency in the psychomotor skills required in their scope of practice.

- Upon completion of EMS 20, the student will be able to discuss the physiology and pathophysiology of emergent medical illnesses and traumatic injuries within their scope of practice.

SECTION 6: Total Cost of Ownership | Maintenance and Sustainability

Please provide the lifespan of the proposed equipment:
The anticipated lifespan of each ECG Simulator is five to seven years; potentially greater with daily and annual maintenance, and secure storage.

What are the requirements and associated costs for the storage of the equipment?

The ECG Simulators require secure storage while in use with EMS ALS courses and during the use and oversight with its utilization in LPC's EMS BLS programs. Secured storage areas with limited access will be identified in the Public Safety Complex EMS supply and equipment area (Fall 2023 courses). No costs beyond lock and keys are anticipated to store the ECG Simulators.

Is there a specific location required to store the equipment?

A specific secured storage area with limited access will be identified upon the EMS Department relocation process at completion of the Public Safety Complex, anticipated for a Summer 2023 move-in period and commencement of EMS classes in Fall 2023.

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 ECG Simulators for use in conjunction with the LP15 monitor/defibrillators replace the only outdated ECG Simulator that remains in EMS Department training use. The current ECG Simulator does not possess the capabilities to allow the prevailing breadth of instruction necessary in our EMS courses to fulfill the program's regulating agencies' patient assessment, psychomotor skill, and treatment requirements. To provide training within the expressed evidence-based medicine (EBM) practice guidelines and skills training curriculum for students to be prepared to enter and pursue careers as pre-hospital care practitioners, ECG Simulator replacement and new purchase is prudent.

What are the maintenance costs associated with the regular upkeep of the equipment?

The ECG Simulator requires on-site cleaning, battery and cable connector maintenance and inspection. Conscientious daily and after-use maintenance is performed by the user and/or EMS Department instructors. Maintenance inspection repairs are anticipated if the ECG Simulators malfunction.

Detail how the equipment meets or exceeds LPC's Sustainability Efforts:

The ECG Simulator equipment meets and exceeds LPC's sustainability efforts, as the simulators for use with the LP15 monitor/defibrillators provide a foundation for renewable resources within the EMS Department programs. These pieces of equipment meet industry and training standards and are easily maintained. The simulators do not create trash or waste and the ECG Simulators will be recycled upon the life-expectancy end of their use. Additionally, sustainability efforts are maintained throughout their incorporation with instruction in all LPC EMS courses; meaning the ECG Simulators will be reused by students repeatedly for up to seven years, serving thousands of students. As for basic sustainability,

these pieces of equipment would not only sustain our CAAHEP Paramedic Academy accreditation requirements to provide high fidelity training, but also keep us from the necessity of seeking out alternative(s) resources for high fidelity and/ or live training that may be and could potentially become costly to the college.

How does the equipment provide renewal resources to the college?

Obtaining the ECG Simulator equipment provides renewal resources to the college, as the simulators provide a foundation for renewable resources within the EMS Department programs. These pieces of equipment meet industry and training standards and are easily maintained. The LP15s do not create trash and the monitor/defibrillators will be recycled as "trade-in" upon the life-expectancy end of their use. Additionally, sustainability efforts are maintained throughout their incorporation with instruction in LPC EMS courses; meaning the monitor/defibrillators will be reused by students repeatedly for up to ten years, serving thousands of students. As for basic sustainability, these pieces of equipment would not only sustain our CAAHEP Paramedic Academy accreditation requirements to provide high fidelity training, but also keep us from the necessity of seeking out alternative(s) resources for high fidelity and/ or live training that may be and could potentially become costly to the college.

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:

See 2022-2023 IER PATH EMS ECG Simulators

SECTION 3: Educational Items | Program Review

Specify the educational programs the equipment supports:

See 2022-2023 IER PATH EMS ECG Simulators

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:

See 2022-2023 IER PATH EMS ECG Simulators

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:

See 2022-2023 IER PATH EMS ECG Simulators

Detail the impact the equipment has on learning:

See 2022-2023 IER PATH EMS ECG Simulators

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

Classes/Sections:	**Students:**

SECTION 5: Student Learning Outcomes (SLOs)

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

See 2022-2023 IER PATH EMS ECG Simulators

SECTION 6: Total Cost of Ownership | Maintenance and Sustainability

Please provide the lifespan of the proposed equipment:

See 2022-2023 IER PATH EMS ECG Simulators

What are the requirements and associated costs for the storage of the equipment?

See 2022-2023 IER PATH EMS ECG Simulators

Is there a specific location required to store the equipment?

Note: include storage costs in Part A: Initial Start-Up Costs (pg. 10)

See 2022-2023 IER PATH EMS ECG Simulators

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?

See 2022-2023 IER PATH EMS ECG Simulators

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

What are the maintenance costs associated with the regular upkeep of the equipment?

See 2022-2023 IER PATH EMS ECG Simulators

Detail how the equipment meets or exceeds LPC's Sustainability Efforts:

See 2022-2023 IER PATH EMS ECG Simulators

How does the equipment provide renewal resources to the college?

See 2022-2023 IER PATH EMS ECG Simulators

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

Part A: Initial Start-Up Costs		
Type	**Cost**	**Comments**
Equipment or Materials	$ 3,500.00	
Shipping & Delivery Fees	$ 0.00	
Installation Costs		
Miscellaneous Costs		
Modification to Facilities		
Operator Training		
Maintenance/Repair Training		
Storage		
Other		
Discounts (enter as negative)		
Sub-Total	$ 3,500.00	
Taxes	$ 358.75	
Grand Total	$ 3,858.75	

Part B: Annual Operating Costs		
Type	**Cost**	**Comments**
Service/Maintenance		N/A
Part Replacement		
Vendor Calibration or Standardization		
Storage		
Supplies		
Maintenance/Repair Labor		
Software Licensing		
Other		
Grand Total	$ 0.00	

Overall Cost:

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

Operator	
Primary operator:	Amelia Blackshear
Does the work align with current position duties?	☑ Yes | ☐ No
Cost to train primary operator:	N/A
Approx. # of hours equipment will be used per month:	
Comments:	

Maintenance and Repairs	
Who will perform maintenance and repairs?	EMS Instructional Staff
Estimated hours per month:	Per use
Does the work align with current position duties?	☑ Yes | ☐ No
Cost to train for maintenance and repairs:	N/A

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). **Requisition and quote must be attached to this form before signing. Adobe prevents adding pages once a document has been e-signed.**

Requestor:		**Date:**	10/12/2022
Division Dean:		**Date:**	10/20/22
Vice President:		**Date:**	
College Technical Service Manager:		**Date:**	
M&O Director:		**Date:**	
Vice President, Administrative Services:		**Date:**	

LAS POSITAS COLLEGE

Office of Administrative Services

Requisition Request Form

(Wait 5-10s) Reset Submit

R_____-_____

Fiscal Year	Vendor ID #	Vendor Name	Date Required
22-23		Bound Tree	1/31/2023

Deliver To	Room #	Return Copy of Requisition To
Ame Blackshear		Ame Blackshear

Seq	Item #	Description	Qty	Unit Price	Extended Cost
1	9851-001	ECG Code Simulator	5	$ 700.00	$ 3,500.00
2					$ 0.00
3					$ 0.00
4					$ 0.00
5					$ 0.00
6					$ 0.00
7					$ 0.00
8					$ 0.00
9					$ 0.00
10					$ 0.00
11					$ 0.00
12					$ 0.00
13					$ 0.00
14					$ 0.00
15					$ 0.00

Comments		
	Subtotal	$ 3,500.00
	10.25% Tax	$ 358.75
	Shipping	$ 0.00
	Total Cost	$ 3,858.75

FOAP to be Charged	%	Amount
- - - 125000	100	
FUND ORG ACCOUNT PROGRAM		
- - -		
FUND ORG ACCOUNT PROGRAM		

Ame Blackshear — *Requestor (print name)*

10/21/22 — *Date*

Dean (signature)

10/20/22 — *Date*

Coordinator/Manager (signature) — *Date*

Vice President (signature) — *Date*

OFFICE OF ADMINISTRATIVE SERVICES USE ONLY

Reviewed: _____ *Administrative Services*

Verified: _____ *Administrative Services Officer*

Approved: _____ *VP, Administrative Services*

PO Number: _____ Budget Transfer #: _____ Entered: _____

TR 4/6/20

Bound Tree

Quotation

Quote Number	104063828
Date	10/12/2022
Page	1 of 1
Expiration Date	12/11/2022
Entered By	BSELL

PHONE (800) 533-0523 FAX (800) 257-5713
www.boundtree.com

Bill To 200772
CHABOT LAS POSITAS CCS
7600 DUBLIN BLVD 3RD FL
ACOUNTS PAYABLE
DUBLIN, CA 94568-2909
US

Ship To SHIP001
CHABOT LAS POSITAS CCS
3000 CAMPUS HILL DRIVE
AME BLACKSHEAR
LIVERMORE, CA 94551-9797
US

Customer Number	Account Manager	Shipping Method	Payment Terms	Ref Number
200772	CHRIS PEARCE	FEE < $150	NET 30	10148089

Item Number	Description	Quantity	UofM	Unit Price	Ext Price
9851-001	ECG Code Simulator, CS1201, 12-lead, Medtronic/Physio-Control Quick Connect	5	EA	$700.000	$3500.00

Thank you for the opportunity to provide this quotation. If you have any questions or are seeking additional products, please contact your Account Manager or visit www.boundtree.com.

Subtotal	$3,500.00
Freight	$0.00
Tax	$358.75
Total	$3,858.75

2022-2023 IER

PATH EMS ECG SIMULATOR

by Nasco Healthcare

Code Simulator 12-Lead Arrhythmia Simulator - Physio Medtronic and Marquette Quick Combo - 101-9851-104

$1,210.95

Product ID

101-9851-104