

LOS ANGELES CITY COLLEGE

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**TECHNOLOGY RESOURCES,  
POLICIES & GUIDELINES**

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Policies & Guidelines**



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## Background

Los Angeles City College upholds the LACCD District Policies and Guidelines on campus computing. The process for development of campus specific technology policies, procedures and guidelines at LACC begins in the Instructional Technology Committee (ITC). The recommendations are brought forward to the Educational Planning Committee. As stated in the 1997-02 Strategic Plan for Information Technology, the intention is still to have in place guidelines that avoid expediency, pressure, and undue subjectivity. It is understood that policies will be altered as future circumstances warrant.

### District Policies and Guidelines

The District published Administrative Regulation E76 last updated April 1997 titled Use of District and College Computing Facilities states,

“The Los Angeles Community College District provides computers, networks and computerized records ("computing facilities"), for use by students, faculty, staff and administrators. These resources are intended to facilitate education, research, academic development and service to the public. Each individual user of these facilities ("user") is expected to exercise responsibility, use computing resources ethically and respect the rights and privacy of others.

All employees and students using computing facilities are expected to operate within the bounds of federal and state law and of District policies and standards. All existing District rules, regulations and policies apply to the use of computing facilities, including those that apply generally to personal conduct.

The College President or Division Vice Chancellor shall designate an administrator to be responsible for the implementation of this policy.

Each college is responsible for communicating the provisions of this policy to its campus users of computing facilities. Each college may establish guidelines regarding who may use campus computing facilities, consistent with the provisions of this policy.”

The complete policy and guidelines are available at:

[http://marlin.laccd.edu/district/admin\\_regs/ERegs/REG\\_E076.HTM](http://marlin.laccd.edu/district/admin_regs/ERegs/REG_E076.HTM).

## **Use Of District and College Computing Facilities (Administrative Regulation E76)**

### **I. Policy**

- A. The Los Angeles Community College District provides computers, networks and computerized records ("computing facilities"), for use by students, faculty, staff and administrators. These resources are intended to facilitate education, research, academic development and service to the public. Each individual user of these facilities ("user") is expected to exercise responsibility, use computing resources ethically and respect the rights and privacy of others.
- B. All employees and students using computing facilities are expected to operate within the bounds of federal and state law and of District policies and standards. All existing District rules, regulations and policies apply to the use of computing facilities, including those that apply generally to personal conduct.
- C. The College President or Division Vice Chancellor shall designate an administrator to be responsible for the implementation of this policy.
- D. Each college is responsible for communicating the provisions of this policy to its campus users of computing facilities. Each college may establish guidelines regarding who may use campus computing facilities, consistent with the provisions of this policy.

### **II. Communications and Privacy**

- A. Due to the nature of the technology and the public character of the District's business, there is no guarantee that a user's files, account and/or electronic mail are private. Documents created and/or stored on District computers and networks may be considered public records, subject to disclosure under the Public Records Act or other laws or as a result of litigation. While the District does not routinely monitor computer files, e-mail or Internet use, the District reserves the right to examine material stored on or transmitted through its computing facilities as it deems necessary.
- B. Users are warned that they may encounter material which may be considered offensive or objectionable in nature or content. If a user alleges that a District rule or policy has been violated, he or she may initiate action through the applicable grievance or complaint procedure.

### **III. User Responsibilities**

- A. Individual users assume full responsibility and accountability for using computing facilities in accordance with District rules and policies, which includes but is not limited to, compliance with the Policy Violations listed at section IV of this policy. Users must respect the rights of others, respect the integrity of the computing facilities and observe all laws, regulations and contractual obligations.
- B. As a condition of access to computing facilities, every computer user must observe the following guidelines:
  - 1. Maintain an environment conducive to learning and to working by using computing facilities according to the highest standards of professional and personal courtesy;
  - 2. Maintain a secure environment for the systems by immediately reporting any security loopholes or unauthorized use of the facilities;
  - 3. Assume responsibility for the protection of files by backing up data and programs; and

4. Make economical and wise use of shared computer resources.
- C. Passwords provide employees and students access to computing facilities. The security of passwords is essential to the privacy of students and employees in accordance with State and Federal laws. In order to maintain a secure environment, the following rules should be observed:
1. A unique user identification and password shall be issued to each individual who is provided with access to computing facilities.
  2. Users should not write their password in any location where another person can find it.
  3. Passwords shall be modified periodically as required by the system administrator.
  4. In the event a user's identification and password are used for unauthorized purposes by someone other than the user, the user should immediately report the activity to the administrator in charge of implementing this policy.
  5. Employees and students shall participate in appropriate orientation and training prior to using computing facilities, when deemed necessary by the College President, Vice Chancellor or the administrator in charge of implementing this policy.
  6. Each individual user is completely responsible for all activity on computing facilities performed under his/her identification and password. This is especially critical for those who have access to any of the update systems. Accordingly, computing facilities should not be left unattended.
- D. Employees, which includes student workers, may be provided access to computing facilities as part of their assigned duties. Employee users must limit their use of computing facilities to activity within the scope of their employment and necessary to conduct District business.
1. Employee users are prohibited from using computing facilities for inappropriate purposes, which includes, but is not limited to, the following:
    - a. Employee users are prohibited from personally benefiting or allowing others to benefit from any inappropriate access to confidential information.
    - b. .Employee users are prohibited from divulging the contents of any report or record to any person except in the execution of assigned duties and responsibilities.
    - c. Employee users may not knowingly include or cause to be included in any record or report a false, inaccurate or misleading entry. Employee users may not expunge or cause to be expunged a data entry from any record or report, except in the execution of assigned duties. While employee users are responsible for entering data into the system correctly, employee users are not responsible for the accuracy of the data assigned to them to be entered.
    - d. No official record or report, or copy thereof, may be removed from the office where it is maintained except in the performance of assigned duties.
  2. Computing facilities shall not be located in such locations that the display can be seen by unauthorized persons. These locations shall be reviewed periodically by the appropriate administrator.
  3. Employee users should not give their personal password to any other person.
  4. Employees who do not have a password but have a need for limited and specific use of computing facilities must be under direct supervision of a user who has a password.
  5. Printouts of student records shall be provided in accordance with Federal, State and District privacy rules and regulations.
    - a. No printout shall be given to a student who does not have proper identification.
    - b. "Unofficial" shall be stamped on all computer screen printouts, including study list and permanent record printouts, issued by offices other than Admissions and Records.
  6. Printouts of employee records may only be made by users who have been authorized to use the screens in question, and in accordance with Federal, State and District privacy rules and regulations.

7. In order to maintain the privacy of employees and students, the following rules apply with respect to the release of and/or access to student and/or employee records:
    - a. The release of and/or access to confidential information shall be made in accordance with Federal, State and District privacy rules and regulations.
    - b. Any release of and/or access to computerized records to third parties, in response to an employee's or student's written consent; a lawfully issued subpoena; or a court order, shall be made only by the office directly responsible for such records, under authority of the administrator-in-charge of that office.
  8. Upon termination or transfer of an employee, the College President, Division Vice Chancellor or the administrator assigned to implement this policy shall ensure that access to computing facilities by the employee is terminated or modified, as appropriate.
- E. Students may be provided an account for computer access from the college's designated system administrator and their use shall be limited to college-related activities only.

#### **IV. Policy Violations**

Conduct which is considered to violate District policy with respect to computing facilities includes, but is not limited to, the following:

1. Sending harassing, intimidating and/or threatening messages through electronic mail or other means;
2. Downloading, storing or displaying obscene or pornographic material;
3. Using computing facilities in a manner that violates copyrights, patent protections or license agreements, including using pirated or unlicensed software;
4. Knowingly performing an act which will interfere with the normal operation of computing facilities, cause damage or place excessive load on the system;
5. Attempting to circumvent data protection schemes, uncover security loopholes or gain unauthorized access to any information or files;
6. Intentionally entering, recording or causing to be recorded any false, inaccurate or misleading information into the systems;
7. Sending mass advertisements or solicitations; or political mass mailings as defined by the Fair Political Practices Commission;
8. Using computing facilities for commercial or personal financial gain;
9. Taking computer hardware or software from District or college facilities for any purpose without prior written approval; and
10. Using computing facilities in a manner that violates existing state and federal laws or District rules and regulations.

#### **V. Consequences of Misuse**

- A. Misuse of computing facilities may result in the loss of computing privileges. Additionally, misuse may require financial restitution to the District for funds expended and could result in disciplinary, civil or criminal action.
- B. Users may be held accountable for their conduct under any applicable District policy, procedure or collective bargaining agreement. Violations of these policies will be enforced in the same manner as other District policies. Disciplinary review includes the full range of sanctions, up to and including, but not limited to, employee dismissal, student expulsion and/or legal action. Misuse can also be prosecuted as a criminal offense under applicable statutes, such as Penal Code section 502 which identifies certain crimes associated with the use of computer systems.

## VI. Guidelines for Electronic Civility

- A. While the District encourages the free exchange and debate of ideas, it is expected that this exchange will reflect the high ethical standards of the academic community. When sending or responding to a sensitive or controversial topic, the user should keep in mind that e-mail is permanent and public. Once a message is sent, it may be saved, printed or forwarded without the knowledge or consent of the author. The user should take the time to consider the impact of all e-mail messages which he or she sends.
- B. Electronic mail does not convey "body language," facial expressions or tone so attempts at humor, irony or sarcasm may be easily misinterpreted. Therefore, careful writing is advised. Electronic messages should be brief, clear and professional.

## VII. Applicable Laws and Regulations

The following list identifies some, but not all, of the additional District rules and regulations that apply to the use of computing facilities:

- a. Board Rule 9803.26 - Theft or Abuse of Computer Resources  
[http://marlin.laccd.edu/district/btrustees/board\\_rules/br9-8e.htm#9803.26](http://marlin.laccd.edu/district/btrustees/board_rules/br9-8e.htm#9803.26)
- b. Board Rules 1202, 1203 - Nondiscrimination Policy and Complaint Procedures  
[http://marlin.laccd.edu/district/btrustees/board\\_rules/br1-2a.htm#1202](http://marlin.laccd.edu/district/btrustees/board_rules/br1-2a.htm#1202)  
[http://marlin.laccd.edu/district/btrustees/board\\_rules/br1-2b.htm#1203](http://marlin.laccd.edu/district/btrustees/board_rules/br1-2b.htm#1203)
- c. Board Rules, Chapter XV - Sexual Harassment Policy  
[http://marlin.laccd.edu/district/btrustees/board\\_rules/br15a.htm#15002](http://marlin.laccd.edu/district/btrustees/board_rules/br15a.htm#15002)
- d. Board Rules, Chapter IX, Article VIII - Conduct on Campus  
[http://marlin.laccd.edu/district/btrustees/board\\_rules/chp9-8.htm](http://marlin.laccd.edu/district/btrustees/board_rules/chp9-8.htm)
- e. Board Rules, Chapter IX, Article XI - Student Discipline  
[http://marlin.laccd.edu/district/btrustees/board\\_rules/chp9-11.htm](http://marlin.laccd.edu/district/btrustees/board_rules/chp9-11.htm)
- f. Administrative Regulation E-55 - Student Grievance Procedure  
[http://marlin.laccd.edu/district/admin\\_regs/ERegs/REG\\_E055.HTM](http://marlin.laccd.edu/district/admin_regs/ERegs/REG_E055.HTM)

# LACC Policies and Guidelines:

## I. Los Angeles City College Users Agreements

All users of Los Angeles City College computing systems must read, understand and comply with the district and campus policies and guidelines. Furthermore, if the user is aware of infractions of policies and guidelines, the user is responsible for notifying their immediate supervisor and/or the postmaster of the email system, [postmaster@lacitycollege.edu](mailto:postmaster@lacitycollege.edu).

## II. Email System Usage

### A. Email Accounts

All currently employed faculty (fulltime and part time) and clerical staff are provided with an email account. The email address format is as follows: [username@lacitycollege.edu](mailto:username@lacitycollege.edu)

The username is composed of the first 6 letters of the employee's last name plus the first name initial and middle name initial (as it appears in the district employee database), a maximum of 8 letters.

### B. Proper Use of Email

Each email user is allocated a maximum of 30 MB of storage space on the email server. Please make good use of your storage space by moving old email and voice mail messages you wish to keep to a personal folder on your computer hard drive. On a regular basis, it is important to permanently delete or put in personal folders the messages in the Inbox, Sent Items, Deleted Items and Drafts folders.

Users will be given advance notice when limits are being approached or exceeded or email is being deleted.

To limit excessive e-mail notices being posted to a mailbox, the following considerations are expected.

1. Electronic mail is for college related activities only.
2. Responding only to the original addressee rather than to all addressees (unless specifically requested to do so) is strongly encouraged.
3. Sending large file attachments (graphics, sound files, movie files) is not recommended. If it is necessary to transmit a large file attachment, use a public folder.

### C. Improper Use of Email

If the campus email user is aware of infractions of email policy and guidelines including a possible virus or spam, the user is responsible for notifying their immediate supervisor and/or the postmaster of the email system, [postmaster@lacitycollege.edu](mailto:postmaster@lacitycollege.edu)

### III. LACC Web Policy

Los Angeles City College operates servers and technology necessary to provide a site on the world wide web (the site) and the Internet. The purpose of the Los Angeles City College (LACC) web presence is to provide information via the Internet about the college's mission, academic and vocational programs, course offerings, specially funded programs, and student services to those interested in learning more about the college. Certain parts of the site may contain information and services intended to support distance learning and technology-enhanced learning. The primary site and departmental sites within the primary site shall reflect positively the image of integrity and quality to which the college adheres.

The operation of the site equipment and software is the sole responsibility of the Dean, Educational Technology. The Department Chairs or designee, under direct supervision of the chair who is responsible for the department web site, shall have access to department web sites to monitor, update, and make changes in the content of department web pages. Final authority over content lies with the college president. (See the complete LACC Web Policy in *Appendix X*). or view online: <http://www.lacitycollege.edu/facstaff/itc/webpolicy.html>

### IV. Assistive Technology

Special support services and accommodations are available to all students based upon the nature of their disability.

**LOS ANGELES CITY COLLEGE (LACC)  
ALTERNATE MEDIA PRODUCTION POLICY  
*DRAFT***

#### **EQUAL ACCESS TO INSTRUCTIONAL AND COLLEGE WIDE INFORMATION**

Federal and state regulations (see footer) require the provision of equal access to educational materials for all individuals with disabilities. Los Angeles City College has developed the following policy to demonstrate the college's commitment to equal access. Information contained in this policy was developed in accordance with the California Community Colleges Guidelines for Producing Instructional and Other Printed Materials in Alternate Media for Persons with Disabilities (April 2000).

### **Basic College Responsibility For Providing Alternate Media**

- All instructional resources or materials purchased or leased from a third-party provider or created or substantially modified “in-house” must be accessible to students with disabilities, unless doing so would fundamentally alter the nature of the instructional activity or result in undue financial and administrative burdens on the district. The Dean of Educational Technology will review all instructional equipment purchase requisitions and contract requests to ensure compliance with federal and state regulations regarding the purchasing and leasing of instructional materials.
- The instructional resources or materials used in each course will be reviewed and revised as necessary when the course undergoes curriculum review pursuant to Title V every six years as part of the accreditation process. In the event that a student with a disability enrolls in a course before this review is completed, the college will be responsible for acting in a timely manner to make instructional materials or resources used in the course accessible, unless doing so would fundamentally alter the nature of the instructional activity or result in undue financial and administrative burdens on the district.
- Faculty members are encouraged to make textbook selections as far in advance as possible and to avoid changing the selection unless there are compelling reasons. The bookstore should remind faculty members about the need to place orders as early as possible and should process the orders promptly once they are received. In order to provide adequate time for the production of information in alternate media faculty members are asked to make book selections by the middle of the fall and spring semesters for the subsequent semester/session.
- Faculty are also asked to provide syllabi, handouts and other materials as far in advance as possible and to utilize E-text when available. To allow adequate time for the production of this information in alternate media, faculty members are encouraged to make available course syllabi, handouts and other course materials by the middle of the fall and spring semesters for the subsequent semester/session. Course materials received after that time will be produced in alternate media as quickly as possible but may not be available for the beginning of the semester/session.

### **Verification Of Disability And Functional Limitations**

Once a request for information in alternate media is received, the first step will be to determine whether the person making the request has a disability that requires an alternate media accommodation. Verification of disability is required for students to receive instructional information in alternate media and to determine the alternate media format appropriate for the functional limitation. Instructional material will be provided to the extent possible and reasonable in the alternate media format requested by the student.

### **Procedures For Requesting Information In Alternate Media**

- Student requests for instructional information in alternate media should be directed to the Instructional Assistant, Alternate Media, within the Office of Special Services. This individual will be familiar with the guidelines for producing information in alternate media, know how to produce or obtain all types of alternate media as quickly as possible and have access to the equipment, materials and/or outside resources to produce alternate media. Student requests for instructional information in alternate media will receive primary consideration for production.

- Requests for college-wide information (e.g., college catalog, schedules, brochures) in alternate media from students or the general public should also be sent to the Instructional Assistant, Alternate Media, within the Office of Special Services. College-wide information in alternate media will be made available upon request.
- The college will provide materials of interest (e.g., student body communications, club information, newsletters) to a broad audience in alternate media upon request.
- The Instructional Assistant, Alternate Media, will work with the Office of Special Services to establish an internal procedure and form(s) for tracking requests for information in alternate media.
- To ensure that instructional information is available when needed, students are encouraged to make requests for material in alternate media when they register for classes. Ideally this will be done during late fall for the subsequent Winter Intersession and Spring Semester and late spring for the subsequent Summer Sessions and Fall Semester. The Office of Special Services offers Priority Registration in late fall and spring for students registered with the program.
- Priority will be given to students enrolled in a regular credit or non-credit college courses who request instructional materials in alternate media. The information requested must be required or essential to the course. The determination of which materials are required or essential to the student's success is to be made by the instructor of the course in consultation with the Office of Special Services or ADA Coordinator.
- Students who request information in E-text must show proof of textbook purchase prior to receiving the information in alternate media.
- Students who request/require textbook scanning must provide a copy of the textbook. The scanning of textbooks as a means of providing instructional information in alternate media will necessitate the removal of the bookbinding. The book will be rebound with a spiral binding and returned to the student once it has been converted to alternate media.
- Students who request information in an alternate format (such as audio, large print, Braille, or electronic text), through a contract provider or through an institutional membership (such as Recording for the Blind and Dyslexic) must sign an agreement stating that they will not share, copy or sell the material, and they will not allow anyone else to do so. Students must also return the information to the Office of Special Services at the end of the semester for which the information was requested.
- Student requests for instructional information in alternate media will be processed as quickly as possible based upon the type of alternate media requested and the amount of information needing to be converted to an alternate text format. Delays in the selection, ordering and receipt of textbooks can have an impact on how quickly textbooks can be provided in alternate text formats; however, the college will do everything possible to ensure that students are provided with the information as quickly as possible.
- Large requests for information in alternate media (such as entire textbooks) may be outsourced by the college to the California Community College Alternate Text Production Center (ATPC). In that case, in order to get the information to the student as quickly as possible, it may be

necessary for the ATPC to arrange to have the information (chapters) shipped to the college in installments that follow the course syllabus.

- Instructional materials such as syllabi, handouts, quizzes, tests and other course assignments will be produced in alternate media within a 3-4 (instructional) day timeframe on campus. Specialized formats (e.g., chemistry, music and mathematics) may require additional time for production.

### **Communicating The Availability Of Information In Alternate Media**

- All college publications/communications such as the college catalog, schedules, brochures, website and electronic kiosks will include a statement that “Information is available in alternate media upon request. For more information call (323) 953-4000 extension 2270.”
- The college will establish a review team to monitor the provision of information in alternate media via technology (distance education, websites, electronic kiosks, audiovisual materials, televised courses).

### **Procedures For Resolution Of Complaints Regarding Alternate Media**

Complaints regarding the provision of information in alternate media should be referred to the Dean of Equity and Diversity. Every effort will be made to resolve the matter on an informal basis. If the matter cannot be resolved in this manner, the complainant should be referred to the Vice President of Student Services or should file a formal complaint either through the Academic Accommodations Committee or through the filing of a formal discrimination complaint (AB 803). If the complainant requests a formal hearing through the Academic Accommodations Committee, the Dean of Equity and Diversity will make an interim decision pending resolution of the complaint. The Academic Accommodations Committee will meet within 10 business days of the request and follow the steps outlined in the Academic Accommodations Committee Hearing Procedures. If the complainant elects to file a formal discrimination complaint, the Dean of Equity and Diversity will process the complaint following the steps outlined in the District Policy and Procedures for Processing Complaints of Discrimination AB 803.

### **Examples Of Alternate Media**

#### **Audio/Readers**

- Providing materials in a recorded audio format is one method of making information accessible to persons who are blind or visually impaired. Many individuals with learning disabilities also use materials in audio format because they find it difficult to process printed information. Audio material is commonly recorded on cassette tapes, but it may also be stored on CD-ROM or other storage media. It is also possible to produce material in audio format by having E-text read with a speech synthesizer.

#### **Braille**

- Braille is a system of reading and writing for blind individuals. The basic unit is the Braille cell. Colleges are able to produce Braille information using desktop software and a Braille embossing machine (printer).

#### **Tactile Graphics**

- Utilizing desktop software and a Braille embosser (printer) colleges are able to create diagrams and other graphic images accessible for students with visual impairments. There is also

technology, which allows diagrams printed on heat-sensitive paper to be heated in a specialized device to produce raised lines and images.

### **Large Print**

- This alternate media is often provided for students with limited sight. Producing large print copies of material is simple if the document is not too lengthy and is available in electronic text, although some reformatting may be necessary.
- One alternative to hardcopy large print is the use of a closed-circuit television (CCTV) system, which permits the magnification of the paper being viewed.

### **Electronic Text**

- E-text has emerged as a convenient and popular method of providing access for those individuals who cannot use standard printed materials. Partially sighted individuals can use E-text by taking advantage of built-in options within many standard software applications (to adjust font size) or through the use of specialized screen magnification software. E-text can also be used with screen reading software to output the text to a speech synthesizer or refreshable Braille display. The main advantage of E-text is that it can be easily stored, can be searched and indexed, and can be converted to large print or hard copy Braille through use of a translation program.

## Educational Multimedia Guidelines

A group of more than 100 publishing, library, and academic organizations under the auspices of the Consortium of College and University Media Centers have adopted guidelines. (See A.12 “Fair Use Guidelines for Educational Materials” in *Appendix X*.) They are intended to provide guidance on how to use copyrighted materials under United States copyright laws (17 U.S.C. Section 101 et seq.) in an era when technological advances have made it relatively easy to reproduce copyrighted materials.

Fair use is a legal principle that defines the limitations on the exclusive rights\*\* of copyright holders. The purpose of these guidelines is to provide guidance on the application of fair use principles by educators, scholars and students who develop multimedia projects using portions of copyrighted works under fair use rather than by seeking authorization for non-commercial educational uses. These guidelines apply only to fair use in the context of copyright and to no other rights. (Fair Use Practices Preamble)

These guidelines were developed during the CONFU process. For a full explanation of their status, see [CONFU: The Conference on Fair Use](#).

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## 1. INTRODUCTION

### 1.1 Preamble

Fair use is a legal principle that defines the limitations on the exclusive rights\*\* of copyright holders. The purpose of these guidelines is to provide guidance on the application of fair use principles by educators, scholars and students who develop multimedia projects using portions of copyrighted works under fair use rather than by seeking authorization for non-commercial educational uses. These guidelines apply only to fair use in the context of copyright and to no other rights.

There is no simple test to determine what is fair use. Section 107 of the Copyright Act\*\*\* sets forth the four fair use factors which should be considered in each instance, based on particular facts of a given case, to determine whether a use is a "fair use": (1) the purpose and character of use, including whether such use is of a commercial nature or is for nonprofit educational purposes, (2) the nature of the copyrighted work, (3) the amount and substantiality of the portion used in relation to the copyrighted work as a whole, and (4) the effect of the use upon the potential market for or value of the copyrighted work.

While only the courts can authoritatively determine whether a particular use is fair use, these guidelines represent the participants'\*\*\*\* consensus of conditions under which fair use should generally apply and examples of when permission is required. Uses that exceed these guidelines may nor may not be fair use. The participants also agree that the more one exceeds these guidelines, the greater the risk that fair use does not apply.

The limitations and conditions set forth in these guidelines do not apply to works in the public domain--such as U.S. Government works or works on which copyright has expired for which there are no copyright restrictions--or to works for which the individual or institution has obtained permission for the particular use. Also, license agreements may govern the uses of some works and users should refer to the applicable license terms for guidance.

The participants who developed these guidelines met for an extended period of time and the result represents their collective understanding in this complex area. Because digital technology is in a dynamic phase, there may come a time when it is necessary to review the guidelines. Nothing in these guidelines shall be construed to apply to the fair use privilege in any context outside of educational and scholarly uses of educational multimedia projects.

This Preamble is an integral part of these guidelines and should be included whenever the guidelines are reprinted or adopted by organizations and educational institutions. Users are encouraged to reproduce and distribute these guidelines freely without permission; no copyright protection of these guidelines is claimed by any person or entity.

\*These Guidelines shall not be read to supersede other preexisting education fair use guidelines that deal with the Copyright Act of 1976.

\*\*See Section 106 of the Copyright Act.

\*\*\*The Copyright Act of 1976, as amended, is codified at 17 U.S.C. Sec.101 et seq.

\*\*\*\*The names of the various organizations participating in this dialog appear at the end of these guidelines and clearly indicate the variety of interest groups involved, both from the standpoint of the users of copyrighted material and also from the standpoint of the copyright owners.

## 1.2 Background

These guidelines clarify the application of fair use of copyrighted works as teaching methods are adapted to new learning environments. Educators have traditionally brought copyrighted books, videos, slides, sound recordings and other media into the classroom, along with accompanying projection and playback equipment. Multimedia creators integrated these individual instructional resources with their own original works in a meaningful way, providing compact educational tools that allow great flexibility in teaching and learning. Material is stored so that it may be retrieved in a nonlinear fashion, depending on the needs or interests of learners. Educators can use multimedia projects to respond spontaneously to students' questions by referring quickly to relevant portions. In addition, students can use multimedia projects to pursue independent study according to their needs or at a pace appropriate to their capabilities. Educators and students want guidance about the application of fair use principles when creating their own multimedia projects to meet specific instructional objectives.

## 1.3 Applicability of These Guidelines

(Certain basic terms used throughout these guidelines are identified in bold and defined in this section.)

These guidelines apply to the use, without permission, of portions of lawfully acquired copyrighted works in educational multimedia projects which are created by educators or students as part of a systematic learning activity by nonprint educational institutions.

**Educational multimedia projects** created under these guidelines incorporate students' or educators' original material, such as course notes or commentary, together with various copyrighted media formats including but not limited to, motion media, music, text material, graphics, illustrations, photographs and digital software which are combined into an integrated presentation.

**Educational institutions** are defined as nonprofit organizations whose primary focus is supporting research and instructional activities of educators and students for noncommercial purposes.

For the purposes of the guidelines, **educators** include faculty, teachers, instructors, and others who engage in scholarly, research and instructional activities for educational institutions. The copyrighted works used under these guidelines are **lawfully acquired** if obtained by the institution or individual through lawful means such as purchase, gift or license agreement but not pirated copies. Educational multimedia projects which incorporate portions of copyrighted works under these guidelines may be used only for **educational purposes** in systematic learning activities including use in connection with non-commercial curriculum-based learning and teaching activities by educators to students enrolled in courses at nonprofit educational institutions or otherwise permitted under Section 3. While these guidelines refer to the creation and use of educational multimedia projects, readers are advised that in some instances other fair use guidelines such as those for off-air taping may be relevant.

## 2. PREPARATION OF EDUCATIONAL MULTIMEDIA PROJECTS USING PORTIONS OF COPYRIGHTED WORKS

These uses are subject to the Portion Limitations listed in Section 4. They should include proper attribution and citation as defined in Sections 6.2.

**2.1 By students:**

Students may incorporate portions of lawfully acquired copyrighted works when producing their own educational multimedia projects for a specific course.

**2.2 By Educators for Curriculum-Based Instruction:**

Educators may incorporate portions of lawfully acquired copyrighted works when producing their own educational multimedia programs for their own teaching tools in support of curriculum-based instructional activities at educational institutions.

**3. PERMITTED USES OF EDUCATIONAL MULTIMEDIA PROGRAMS CREATED UNDER THESE GUIDELINES**

Uses of educational multimedia projects created under these guidelines are subject to the Time, Portion, Copying and Distribution Limitations listed in Section 4.

**3.1 Student Use:**

Students may perform and display their own educational multimedia projects created under Section 2 of these guidelines for educational uses in the course for which they were created and may use them in their own portfolios as examples of their academic work for later personal uses such as job and graduate school interviews

**3.2 Educator Use for Curriculum-Based Instruction:**

Educators may perform and display their own educational multimedia projects created under Section 2 for curriculum-based instruction to students in the following situations:

**3.2.1** for face-to-face instruction,

**3.2.2** assigned to students for directed self-study,

**3.2.3** for remote instruction to students enrolled in curriculum-based courses and located at remote sites, provided over the educational institution's secure electronic network in real-time, or for after class review or directed self-study, provided there are technological limitations on access to the network and educational multimedia project (such as a password or PIN) and provided further that the technology prevents the making of copies of copyrighted material.

If the educational institution's network or technology used to access the educational multimedia project created under Section 2 of these guidelines cannot prevent duplication of copyrighted material, students or educators may use the multimedia educational projects over an otherwise secure network for a period of only 15 days after its initial real-time remote use in the course of instruction or 15 days after its assignment for directed self-study. After that period, one of the two use copies of the educational multimedia project may be placed on reserve in a learning resource

center, library or similar facility for on-site use by students enrolled in the course. Students shall be advised that they are not permitted to make their own copies of the multimedia project.

### **3.3 Educator Use for Peer Conferences:**

Educators may perform or display their own multimedia projects created under Section 2 of these guidelines in presentations to their peers, for example, at workshops and conferences.

### **3.4 Educator Use for Professional Portfolio**

Educators may retain educational multimedia projects created under Section 2 of these guidelines in their personal portfolios for later personal uses such as tenure review or job interviews.

## **4. LIMITATIONS--TIME, PORTION, COPYING AND DISTRIBUTION**

The preparation of educational multimedia projects incorporating copyrighted works under Section 2, and the use of such projects under Section 3, are subject to the limitations noted below.

### **4.1 Time Limitations**

Educators may use their educational multimedia projects created for educational purposes under Section 2 of these guidelines for teaching courses, for a period of up to two years after the first instructional use with a class. Use beyond that time period, even for educational purposes, requires permission for each copyrighted portion incorporated in the production. Students may use their educational multimedia projects as noted in Section 3.1.

### **4.2 Portion Limitations**

Portion limitations mean the amount of a copyrighted work that can reasonably be used in educational multimedia projects under these guidelines regardless of the original medium from which the copyrighted works are taken. **In the aggregate** means the total amount of copyrighted material from a single copyrighted work that is permitted to be used in an educational multimedia project without permission under these guidelines. These limits apply cumulatively to each educator's or student's multimedia project(s) for the same academic semester, cycle or term. All students should be instructed about the reasons for copyright protection and the need to follow these guidelines. It is understood, however, that students in kindergarten through grade six may not be able to adhere rigidly to the portion limitations in this section in their independent development of educational multimedia projects. In any event, each such project retained under Sections 3.1 and 4.3 should comply with the portion limitations in this section.

#### **4.2.1 Motion Media**

Up to 10% or 3 minutes, whichever is less, in the aggregate of a copyrighted motion media work may be reproduced or otherwise incorporated as part of a multimedia project created under Section 2 of these guidelines.

#### **4.2.2 Text Material**

Up to 10% or 1000 words, whichever is less, in the aggregate of a copyrighted work consisting of text material may be reproduced or otherwise incorporated as part of a multimedia project created under Section 2 of these guidelines. An entire poem of less than 250 words may be used, but no more than three poems by one poet, or five poems by different poets from any anthology may be used. For poems of greater length, 250 words may be used but no more than three excerpts by a poet, or five excerpts by different poets from a single anthology may be used.

#### **4.2.3 Music, Lyrics, and Music Video**

Up to 10%, but in no event more than 30 seconds, of the music and lyrics from an individual musical work (or in the aggregate of extracts from an individual work), whether the musical work is embodied in copies, or audio or audiovisual works, may be reproduced or otherwise incorporated as a part of a multimedia project created under Section 2. Any alterations to a musical work shall not change the basic melody or the fundamental character of the work.

#### **4.2.4 Illustrations and Photographs**

The reproduction or incorporation of photographs and illustrations is more difficult to define with regard to fair use because fair use usually precludes the use of an entire work. Under these guidelines a photograph or illustration may be used in its entirety but no more than 5 images by an artist or photographer may be reproduced or otherwise incorporated as part of an educational multimedia project created under Section 2. When using photographs and illustrations from a published collective work, not more than 10% or 15 images, whichever is less, may be reproduced or otherwise incorporated as part of an educational multimedia project created under Section 2.

#### **4.2.5 Numerical Data Sets**

Up to 10% or 2500 fields or cell entries, whichever is less, from a copyrighted database or data table may be reproduced or otherwise incorporated as part of a educational multimedia project created under Section 2 of these guidelines. A field entry is defined as a specific item of information, such as a name or Social Security number, in a record of a database file. A cell entry is defined as the intersection where a row and a column meet on a spreadsheet.

### **4.3 Copying and Distribution Limitations**

Only a limited number of copies, including the original, may be made of an educator's educational multimedia project. For all of the uses permitted by Section 3, there may be no more than two use copies only one of which may be placed on reserve as described in Section 3.2.3.

An additional copy may be made for preservation purposes but may only be used or copied to replace a use copy that has been lost, stolen, or damaged. In the case of a jointly created educational multimedia project, each principal creator may retain one copy but only for the purposes described in Sections 3.3 and 3.4 for educators and Section 3.1 for students.

## **5. EXAMPLES OF WHEN PERMISSION IS REQUIRED**

### **5.1 Using Multimedia Projects for Non-Educational or Commercial Purposes**

Educators and students must seek individual permissions (licenses) before using copyrighted works in educational multimedia projects for commercial reproduction and distribution.

### **5.2 Duplication of Multimedia Projects Beyond Limitations Listed in These Guidelines**

Even for educational uses, educators and students must seek individual permissions for all copyrighted works incorporated in their personally created educational multimedia projects before replicating or distributing beyond the limitations listed in Section 4.3.

### **5.3 Distribution of Multimedia Projects Beyond Limitations Listed in These Guidelines**

Educators and students may not use their personally created educational multimedia projects over electronic networks, except for uses as described in Section 3.2.3, without obtaining permissions for all copyrighted works incorporated in the program.

## **6. IMPORTANT REMINDERS**

### **6.1 Caution in Downloading Material from the Internet**

Educators and students are advised to exercise caution in using digital material downloaded from the Internet in producing their own educational multimedia projects, because there is a mix of works protected by copyright and works in the public domain on the network. Access to works on the Internet does not automatically mean that these can be reproduced and reused without permission or royalty payment and, furthermore, some copyrighted works may have been posted to the Internet without authorization of the copyright holder.

### **6.2 Attribution and Acknowledgement**

Educators and students are reminded to credit the sources and display the copyright notice © and copyright ownership information if this is shown in the original source, for all works incorporated as part of the educational multimedia projects prepared by educators and students, including those prepared under fair use. Crediting the source must adequately identify the source of the work, giving a full bibliographic description where available (including author, title, publisher, and place and date of publication). The copyright ownership information includes the copyright notice (©, year of first publication and name of the copyright holder).

The credit and copyright notice information may be combined and shown in a separate section of the educational multimedia project (e.g. credit section) except for images incorporated into the project for the uses described in Section 3.2.3. In such cases, the copyright notice and the name of the creator of the image must be incorporated into the image when, and to the extent, such information is reasonably available; credit and copyright notice information is considered "incorporated" if it is attached to the image file and appears on the screen when the image is viewed. In those cases when displaying source credits and copyright ownership information on the screen with the image would be mutually exclusive with an instructional objective (e.g.

during examinations in which the source credits and/or copyright information would be relevant to the examination questions), those images may be displayed without such information being simultaneously displayed on the screen. In such cases, this information should be linked to the image in a manner compatible with such instructional objectives.

### **6.3 Notice of Use Restrictions**

Educators and students are advised that they must include on the opening screen of their multimedia program and any accompanying print material a notice that certain materials are included under the fair use exemption of the U.S. Copyright Law and have been prepared according to the multimedia fair use guidelines and are restricted from further use.

### **6.4 Future Uses Beyond Fair Use**

Educators and students are advised to note that if there is a possibility that their own educational multimedia project incorporating copyrighted works under fair use could later result in broader dissemination, whether or not as commercial product, it is strongly recommended that they take steps to obtain permissions during the development process for all copyrighted portions rather than waiting until after completion of the project.

### **6.5 Integrity of Copyrighted Works: Alterations**

Educators and students may make alterations in the portions of the copyrighted works they incorporate as part of an educational multimedia project only if the alterations support specific instructional objectives. Educators and students are advised to note that alterations have been made.

### **6.6 Reproduction or Decompilation of Copyrighted Computer Programs**

Educators and students should be aware that reproduction or decompilation of copyrighted computer programs and portions thereof, for example the transfer of underlying code or control mechanisms, even for educational uses, are outside the scope of these guidelines.

### **6.7 Licenses and Contracts**

Educators and students should determine whether specific copyrighted works, or other data or information are subject to a license or contract. Fair use and these guidelines shall not preempt or supersede licenses and contractual obligations.

## **APPENDIX A: (as of DECEMBER 12, 1996)**

### **1. ORGANIZATIONS ENDORSING THESE GUIDELINES:**

Agency for Instructional Technology (AIT)  
American Association of Community Colleges (AACC)  
American Society of Journalists and Authors (ASJA)  
American Society of Media Photographers, Inc. (ASMP)  
American Society of Composers, Authors and Publishers (ASCAP)  
Association for Educational Communications and Technology (AECT)  
Association for Information Media and Equipment (AIME)  
Association of American Publishers (AAP)\*  
Association of American Colleges and Universities (AAC&U)  
Association of American University Presses, Inc. (AAUP)  
Broadcast Music, Inc. (BMI)  
Consortium of College and University Media Centers (CCUMC)  
Creative Incentive Coalition (CIC)\*\*  
Iowa Association for Communications Technology (IACT)  
Information Industry Association (IIA)  
Instructional Telecommunications Council (ITC)  
Maricopa Community Colleges/Phoenix  
Motion Picture Association of America (MPAA)  
Music Publishers' Association of the United States (MPA)  
National Association of Regional Media Centers (NARMC)  
Recording Industry Association of America (RIAA)  
Software Publishers Association (SPA)

### **2. U.S. GOVERNMENT AGENCIES SUPPORTING THESE GUIDELINES:**

U.S. National Endowment for the Arts (NEA)  
U.S. Copyright Office  
U.S. Patent and Trademark Office

### **3. INDIVIDUAL COMPANIES AND INSTITUTIONS ENDORSING THESE GUIDELINES:**

Houghton-Mifflin  
John Wiley & Sons, Inc.  
McGraw-Hill  
Time Warner, Inc.

#### **\*\* Additional Information On Some Of The Organizations Who Have Endorsed These Guidelines**

**The Association of American Publishers (AAP) membership includes over 200 publishers.**

**The Information Industry Association (IIA) membership includes 550 companies involved in the creation, distribution and use of information products, services and technologies.**

**The Software Publishers Association (SPA) membership includes 1200 software publishers.**

**\*\*The Creative Incentive Coalition membership includes the following organizations:**

- Association of American Publishers
- Association of Independent Television Stations
- Association of Test Publishers
- Business Software Alliance
- General Instrument Corporation
- Information Industry Association
- Information Technology Industry Council
- Interactive Digital Software Association
- Magazine Publishers of America
- The McGraw-Hill Companies
- Microsoft Corporation
- Motion Picture Association of America, Inc.
- National Cable Television Association
- National Music Publisher's Association
- Newspaper Association of America
- Recording Industry Association of America
- Seagram/MCA, Inc.
- Software Publishers Association
- Time Warner, Inc.
- Turner Broadcasting System, Inc.
- West Publishing Company
- Viacom, Inc.

## APPENDIX B: ORGANIZATIONS PARTICIPATING IN GUIDELINE DEVELOPMENT:

**Being a participant does not necessarily mean that the organization has or will endorse these guidelines.**

Agency for Instructional Technology (AIT)  
American Association of Community Colleges (AACC)  
American Association of Higher Education (AAHE)  
American Library Association (ALA)  
American Society of Journal Authors, Inc. (ASJA)  
American Society of Media Photographers (ASMP)  
Artists Rights Foundation  
Association of American Colleges and Universities (AAC&U)  
Association of American Publishers (AAP)  
--Harvard University Press  
--Houghton Mifflin  
--McGraw-Hill  
--Simon and Schuster  
--Worth Publishers  
Association of College Research Libraries (ACRL)  
Association for Educational Communications and Technology (AECT)  
Association for Information Media and Equipment (AIME)  
Association of Research Libraries (ARL)  
Authors Guild, Inc.  
Broadcast Music, Inc. (BMI)  
Consortium of College and University Media Centers (CCUMC)  
Copyright Clearance Center (CCC)  
Creative Incentive Coalition (CIC)  
Directors Guild of America (DGA)  
European American Music Distributors Corp.  
Educational institution represented  
--American University  
--Carnegie Mellon University  
--City College/City University of New York  
--Kent State University  
--Maricopa Community Colleges/Phoenix  
--Penn State University  
--University of Delaware  
Information Industry Association (IIA)  
Instructional Telecommunications Council (ITC)  
International Association of Scientific, Technical and Medical Publishers  
Motion Picture Association of America (MPAA)  
Music Publishers Association (MPA)  
National Association of State Universities and Land-Grant Colleges (NASULGC)  
National Council of Teachers of Mathematics (NCTM)  
National Educational Association (NEA)  
National Music Publishers Association (NMPA)  
National School Boards Association (NSBA)  
National Science Teachers Association (NSTA)

National Video Resources (NVR)  
Public Broadcasting System (PBS)  
Recording Industry Association of America (RIAA)  
Software Publishers Association (SPA)  
Time-Warner, Inc.  
U.S. Copyright Office  
U.S. National Endowment for the Arts (NEA)  
Viacom, Inc.

Prepared by the Educational Multimedia Fair Use Guidelines Development Committee, July 17, 1996

## Intellectual Property

As stated in Los Angeles College Faculty Guild contract, “The District and the AFT have a mutual interest in establishing an environment that fosters and encourages the creativity of individual faculty members. In accordance with that mutual goal, the purpose of this Article is to identify the owners of the copyrights to certain works that may be created by faculty members, and to identify the uses that may be made of those works by faculty members and the District.” To read the complete article in the Los Angeles College Faculty Guild contract, use this link:

<http://marlin.laccd.edu/HR/collective%20bargaining/AFT.htm>

## Procuring Technology Resources

All requests for technology resources go through a college-wide budget/planning process. After completing that process, requests for technology resources are reviewed by the Dean of Educational Technology to ensure compliance and to coordinate the effective use of resources.

## Disposal and Recycling

### A. Disposal

When computer equipment becomes technologically obsolete, it should be disposed of in accordance with ADMINISTRATIVE REGULATION B-10 March 20,2001; which states approval of the college president is necessary prior to equipment disposal.

[http://marlin.laccd.edu/district/BoardRules\\_AdmsRegs/AdmsRegs/BRegs/B-10.doc](http://marlin.laccd.edu/district/BoardRules_AdmsRegs/AdmsRegs/BRegs/B-10.doc)

The following form is used for the disposal of such items,

<http://adminsvecs.lacc.cc.ca.us/Forms2/EquipmentDisposal.xls>

Requests for the disposal, salvage, and/or donation of economically non-repairable equipment will be the initial responsibility of the Physical Plant in cooperation with the Instructional Technology Committee. Physical Plant will receive the initial request and process the formal district documents necessary in order to reclassify the equipment. A copy of the documents will be forwarded to the Instructional Technology Committee for information. The committee will note the request especially with regard to the number, type, and inventory of equipment, and the procedure for removing and discarding it.

### B. Recycling

When computer equipment becomes available as the result of the purchase/acquisition of new equipment, the older items should be recycled in an equitable manner. Requests regarding recyclable equipment shall be submitted to the Instructional Technology Committee for consideration.

The availability of any computer parts for recycling will be announced college-wide, with suitable time identified for a response. Such equipment shall be made available to all interested departments, areas, or programs to the extent possible and not limited by outside restrictions (i.e., VATEA, GAIN, etc.). Responses of interest resulting from the announcement shall be filed on a special form by the due date and include the level of the request, the item(s) requested, the use to which the equipment will be put, and any additional appropriate information. **(See D.3 “Request for Recycled Computers” in Appendix D.)** Responses of interest gathered will be forwarded to the Instructional Technology Committee for its review, prioritization.

### ***Academic Computer Facilities and Hardware***

The results of the computer hardware inventory and assessment in December 2002 are shown in the following table. In order to “maintain state-of-the-equipment ...” (EMP 3.7), best practices suggest an optimal replacement cycle of three years for desktop computers. However, the actual replacement will be dependent upon available funding.

**LACC – TECHNOLOGY RESOURCES, POLICIES & GUIDELINES**

Department	Bldg.	Room No.	Hours of Operation	Intended Use C (Classroom) DL (Dept. Lab) OL (Open Lab) O (Other)	Assistive Tech.	Type of Equipment	Qty	Replacement Date
AJ, Psychology & Philosophy	HH	207	M-Th 2-6pm	DL AJ/Law, Psychology, Philosophy students	no	P3 600 Mhz 128MB RAM	20	2003
All-College Computer Lab (ACCL)	FH	201	M-Th 8am-10pm; Fri & Sat 8am-4:30pm	OL	no	40 P3 733 Mhz 128MB RAM 10 Apple G4 Mac	50	2004 2004
Art	DH	117	During class time	DL Art students	no	Apple G3 Mac Older G4s	24	2003
Art & Architecture	FH	115	During class time	C Arch. students	no	Celeron 600Mhz 128MB RAM	20	2003
Assessment Testing Center	Lib 201A	201A	Hours vary	O Assessment testing only	no	P3 500 Mhz 128MB RAM	36	2004
Business Administration	AD	316	Daily 8-3	DL-C Business students	No	P2 400Mhz 128mb Ink jet		2000
CAOT	DH	202	During class time Lab: MW8-9pm 11:30-12:45 3-6 TTh8-9 11:30-5 6-7:30 F8-2:45	C/DL CAOT Students	yes	P3 450 Mhz 128MB RAM P4-Dell 800Mhz 128mb P4 1.8Mhz 512mb P2 233Mhz 128mb (1 printer) (1 LCD projector)	32 1 2 1	2003
CAOT	DH	203	During class time Lab: MW 9:10-9:35 12:20-4 TTh 9:10-9:35 10:35-11:10 12:20-12:45 3:25-4	DL CAOT Students	yes	34 P3 800 Mhz 128MB RAM 1 P4 2.0Ghz 256mb 1 P3 450Mhz 128mb (1 laser printer) (1 scanner) (1 LCD projector) (1 overhead projector)	35	2004 2005
CAOT	DH	204	Usually during class time Lab: MW 9:35 - 11:10am TTh 12:30-3:15	DL CAOT students	yes	34 – P4 2Ghz 256mb 1 LCD projector	34	2004
CAOT	DH	205	During class time Lab: MW 8-9:10 12:45-7:30 TTh 3:25-7:30 F 8-2:45 Sat 9-1	C/DL CAOT Classroom	yes	16 – P2 233 Mhz 18 – P3 450 Mhz 256MB RAM 2 P4 2Ghz 256mb (1 laser printer ) (1 LCD projector)	35	2004
CAOT	DH	302	During class time	C CAOT Students	Yes	24 P3 800Mhz 128mb	24	
CAOT	DH	303	During class time	C CAOT Students	yes	31 P3 733Mhz 128mb 1 laser printer 1 LCD projector 1 overhead projector	31	2004
Chemistry	Chem	103	M-Th 8am --7pm	DL Chemistry students (priority)	no	P1 166 Mhz on carts	8	1998
Chemistry	Chem	203	M-Th 8am-10pm;	DL Chemistry students (priority)	no	P1 200Mhz 32MB RAM	18	1999
Child Development Center	CDC	Monroe & NH				Celeron 600Mhz 128mb Celeron 850Mhz 128mb	1 1	2003 2003
Cinema-TV	CC	113	During class time	C Television 6,7, & 25 students cinema 5	no	4 - 486 16MB RAM 2 Macintosh Classics, 2 SuperMacs	8	1999
Cinema-TV	CC	118	During class time	C Cinema, Television	no	Apple Imac	25	2004

**LACC – TECHNOLOGY RESOURCES, POLICIES & GUIDELINES**

Department	Bldg.	Room No.	Hours of Operation	Intended Use C (Classroom) DL (Dept. Lab) OL (Open Lab) O (Other)	Assistive Tech.	Type of Equipment	Qty	Replacement Date
Cinema-TV & Photography	CC	147	During class time	C Cinema, Television, & Photography students	no	Apple G4 Mac	18	2005
CSIT/CT	AD	302	During class time	C	no	P2 400Mhz 384MB RAM (1 laser printer)	29	2000
CSIT/CT	AD	305	During class time	C	no	P4 1.8 Ghz 256MB RAM (2 ink-jet printers)	32	2005
CSIT/CT	AD	318	During class time	C	no	P2 400Mhz 128MB RAM (1 ink-jet printer)	28	2000
CSIT/CT	AD	319	During class time	C	no	P4 1.8 Ghz 256MB RAM (1 laser printer)	28	2005
CSIT/CT	AD	321	M-Th 8pm-9:30pm; Fri 8am-3:30pm Sat 8am-3:30pm	DL CSIT/CT students	no	P4 1.8 Ghz 256MB RAM (1 laser printer) (1 scanner)	24	2005
CSIT/CT	FH	11	M-Th 8-7pm Fr. 8am-4pm	DL CSIT 100 students	no	Pentium machines 1 laser & 1 ink-jet printer	4	1998
CSIT/CT	FH	17	During class time	C SUN/UNIX system students	no	Sun Sparc 333Mhz 128MB RAM 12 stations, 11 working	12	2003
CSIT/CT	FH	19	M,W 10:40am-12pm; 1:45pm-3pm T,Th 7:30-11am	DL CSIT/CT students	no	P4 1.6 Ghz 256MB RAM	37	2005
CSIT/CT	FH	100A	M-Th 8am-9:30pm; Fri 8am-3:30pm	DL CSIT/CT students	no	P3 700 Mhz 128MB RAM	24	2004
CSIT/CT	FH	215	M-Th 8am-9:30pm; Fr 8am-3:30pm	DL CSIT 181, 182, 183, 184 students	yes	P3 866 Mhz 128MB RAM	32	2004
CSIT/CT	Lib	104	M-Th 8am-5pm Fr 9am-1pm	DL CSIT 191, 192 students	yes	P4 1.4 Ghz 512MB RAM	40	2005
English/ESL	JH	303	During class time	C	yes	P4 1.6 Ghz 256MB RAM	36	2005
English/ESL	JH	302	M-Th 9am-1pm; 4pm-7pm; F-Sa 9am-1pm	OL	no	15 P3 866 Mhz 128MB RAM 9 Apple G3 Mac	24	2005 2004
Financial Aid	Bung 105					P3 800Mhz 256mb P4 1.6Ghz 256mb P3 600Mhz 128mb Celeron 466Mhz 128mb P2 300Mhz 64mb	6 2 6 5 7	2004 2005 2003 2002 2002
Foreign Language/ Humanities	DH	319	M-Th 8am-7pm; F 9am-2pm	DL Foreign Languages/Humanities Students	yes	15 Pentium 1 200Mhz 64MB RAM 12 P3 733Mhz 128MB RAM	27	1999 2004
Journalism/ Collegian	Chem	207	Hours vary Hours not displayed	DL Journalism students; Collegian	no	Apple IMac	25	2004
Learning Skills	Lib	103	M,-Th 10am-7pm; Fri-Sa 10am-1pm	DL Learning Skills lab		10 P3 733 Mhz 128MB RAM 18 Pentium 200Mhz 32MB RAM 1 Laser Printer	28	2004 1999
Learning Skills	Lib	107				P4 1.8Ghz 256mb	2	2005
Library	Lib	200	M-Th 8am-9pm; Fr 8am-1pm.; Sa 9am-2pm.	OL	yes	26 P3 800Mhz 512MB RAM, 15 P3 600Mhz 256MB RAM 9 P3 450Mhz 7 Pentium 333Mhz	57	2004 2003 2003 2000
Life Science	LS	209	During Class	Physiology students	No	Pentium 100Mhz P2 450Mhz	1 2	1998 2000

**LACC – TECHNOLOGY RESOURCES, POLICIES & GUIDELINES**

Department	Bldg.	Room No.	Hours of Operation	Intended Use C (Classroom) DL (Dept. Lab) OL (Open Lab) O (Other)	Assistive Tech.	Type of Equipment	Qty	Replacement Date
Life Science	LS	107	During Class	Biology students	No	4 P4 450Mhz	4	2003
Math	JH	211	During class time	C Math Class Use Only	no	Pentium 200Mhz 32MB RAM	20	1999 Systems replaced 2002
Math/CSIT	JH	310	M,W,Th 7am-7pm T 7am-5:30pm Fr 8am-4pm; Sa – 8am-1pm	DL Math students	no	33 P3 733 Mhz 128 MB RAM 10 P2 450 Mhz 64 MB RAM	43	2004  2000
Media Arts	FH	10	M-F 9-4pm	Photo Students	No	Apple G3 Apple G4 P3 566Mhz 256MB RAM	1	2004 2003 2003
Music	CH	240	M-W 12-1:30pm, 5:45-6:45pm Th 4-5:20pm F 8:45-3:45pm Sat 9:15-1:15pm	DL Music students	no	Celeron 700Mhz 128MB RAM	20	2004
Music & Photography	FH	104	M-Th 8am-10pm; Fri 8am-4:30pm	DL Music & Photography students	no	Apple G4 computers	26	2004
Nursing	FH	1	Tempora-ri-ly closed	DL CNA students/RN students	no	Celeron 500Mhz 128MB RAM	25	2003
OSS Hi-Tech Center	CH	109	M-Th 8am-6pm; F 8am-2:30pm	DL Disabled students	yes	P4 1.6Ghz 512mb P3 1Ghz 256mb P3 500Mhz 128mb Pentium 233Mhz 64mb	8 6 2 1	2005 2004 2002 2002
Physics, Astronomy & Engineering	FH	209 D/F	Hours vary	DL Physics, Astronomy, Engineering students only	no	P3 1Ghz 128MB RAM Placed on carts, movable to classrooms	10	2005
Scholars Program	Clause n Hall	117				P3 1Ghz 256mb G3 400Mhz 64mb	1 1	2004 2002
Speech	Lib	118	M,W,Fr 9am-3pm; T 9am-10pm; Th 9am-3pm; 4-6pm	DL Students taking speech classes	no	7 - Apple G4 iMacs 5 - Apple G4 iBook 3 486 computers	15	2004 2004 1997
Speech Forensics	Bung	B	Hours vary	DL	no	1 P1 200 Mhz 2 P3 800 Mhz 1 P4 1Ghz	4	1999 2004 2005
Student Activities	Clause n Hall	117				P3 733Mhz 128mb P3 450Mhz 128mb	1 2	2003 2002
Teaching Learning Center	FH	106	M-F 8:30am-5pm	O Faculty & Staff Support	yes	10 P4 1.6Ghz 256MB RAM, 5 P2 400Mhz 64 MB RAM, 2 Apple G4	17	2005  2000 2004
Trio and Fund for student success program	Clause n Hall	115		For Trio Program Purposes (Student Use)		P4 1.5Ghz 256mb P3 566Mhz 256MB RAM	4 19	2005 2003

## Faculty Computers

The results of the computer hardware inventory and assessment in December 2002 are shown in the following table:

Department	Bldg.	Room No.	Faculty Member	PC Type	Replacement Date
American Cultures	FH	102E	Henry Ealy	P4 1.6Ghz, 128MB RAM	2005
Art	DH	220D	Gayle Partlow	Apple G4 Mac	2004
Art	DH	220D	Gayle Partlow	P4 1.6Ghz, 128MB RAM	2005
Art	DH	220B	Pat Caufield	Apple G4 Mac	2004
Art	DH	220B	Lamonte Westmorland	Apple G3 Mac	2003
Art	DH	220A	Norman Schwab	Celeron 600Mhz, 128MB RAM	2003
Art	DH	220C	Phyllis Muldavin	Apple G3 Mac	2003
Art	DH	220B	Gloria Bohanon	Celeron 600Mhz, 128MB RAM	2003
Art	DH	220	Lee Whitten	Apple G3 Mac	2003
Business Admin	AD	308D	Larry Schenck	P4 1.6Ghz, 128MB RAM	2005
Business Admin	AD	304	Raymond Hastey	P4 1.7Ghz, 128MB RAM	2005
Business Admin	AD	308A	Braj Tiwari	P3 550Mhz, 64MB RAM	2005
Business Admin	AD	308C	Barbara Ching	P2 300Mhz, 128MB RAM	2002
Business Admin	AD	304	L. Guynes	P4 1.7Ghz, 128MB RAM	2005
CAOT	DH	212A	Thelma Day	P4 1.8Ghz, 256MB RAM	2005
CAOT	DH	204	Arlene Zimmerly	Celeron 850Mhz, 128MB RAM	2004
CAOT	DH	207D	Barbara Azar	Celeron 600Mhz, 128MB RAM	2003
CAOT	DH	212B	Sharon Rose	Celeron 600Mhz, 128MB RAM	2003
CAOT	DH	207D	Gertha Rosario	Celeron 600Mhz, 128MB RAM	2003
CAOT	DH	207E	Charlene Morimoto	Celeron 700Mhz, 128MB RAM	2003
CAOT	DH	207E	Brenda Bell	Celeron 600Mhz, 128MB RAM	2003
CAOT	DH	207C	Linda Scher-Padilla	Celeron 600Mhz, 128MB RAM	2003
Chemistry	Chem	108A	Dennis Mitchell	Celeron 850Mhz, 128MB RAM	2003
Chemistry	Chem	108	Terry Boan	AMD 500Mhz, 128MB RAM	2003
Chemistry	Chem	105A	Elaine Carter	AMD 600Mhz, 128MB RAM	2003
Chemistry	Chem	111	John Frietas	AMD 600Mhz, 128MB RAM	2003
Chemistry	Chem	102	Bjorn Landberg	AMD 500Mhz, 128MB RAM	2003
Child Dev. Center	CDC	Monroe NH	Mary Bauman	Celeron 850Mhz, 128MB RAM	2004

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<b>Department</b>	<b>Bldg.</b>	<b>Room No.</b>	<b>Faculty Member</b>	<b>PC Type</b>	<b>Replacement Date</b>
Child Dev. Center	CDC	Monroe NH	Evangelina Ruiz	Celeron 600Mhz, 128MB RAM	2003
Cinema-TV	CC	111	Rolf Mendez	Celeron 600Mhz, 128MB RAM	2003
Cinema-TV	CC	110	Jerry Hendrix	Celeron 600Mhz, 128MB RAM	2003
Cinema-TV	CC	212	J.P. Geuens	Celeron 600Mhz, 128MB RAM	2003
Cinema-TV	CC	215	Jonathan Kuntz	Celeron 600Mhz, 128MB RAM	2003
Cinema-TV	CC	216	Tom Stempel	Celeron 600Mhz, 128MB RAM	2003
Cinema-TV	CC	181A	Vaughn Obern	Celeron 600Mhz, 128MB RAM	2003
Cinema-TV	CC	108	Joni Varner	Celeron 600Mhz, 128MB RAM	2003
Dental Tech	FH	204	Constantino Gabrie	Celeron 600Mhz, 128MB RAM	2003
Dental Tech	FH	204	Arax Cohen	Celeron 600Mhz, 128MB RAM	2003
Dental Tech	FH	204	Dana Cohen	P3 800Mhz, 256MB RAM	2004
DSPS	Library	103B	Susan Matranga	P4 1.6Ghz, 128MB RAM	2005
Earth Science	FH	303C	Helen Hayes	Celeron 600Mhz, 128MB RAM	2003
Earth Science	FH	303C	Larry Miyaki	Celeron 600Mhz, 128MB RAM	2003
Earth Science	FH	303C	Don Garret	Celeron 600Mhz, 128MB RAM	2003
Earth Science	FH	303B	Ann Gallagher	Celeron 600Mhz, 128MB RAM	2003
Earth Science	FH	305	Ellen Bailey	Celeron 600Mhz, 128MB RAM	2003
English/ESL	JH	300E	Sam Eisenstein	P3 733Mhz, 128MB RAM	2003
English/ESL	JH	300C	Gary Colombo	Apple G3 Mac	2003
English/ESL	FH	117	Gary Colombo	Celeron 850Mhz, 128MB RAM	2004
English/ESL	FH	300F	Fred Harris	P4 1.8Ghz, 256MB RAM	2005
English/ESL	JH	300B	Penelope Choy	P4 1.8Ghz, 256MB RAM	2005
English/ESL	JH	300D	Peter Sotiriou	P4 1.8Ghz, 256MB RAM	2005
English/ESL	JH	300D	Ron Lapp	P4 1.8Ghz, 256MB RAM	2005
English/ESL	JH	300C	JM Ryan	P4 1.8Ghz, 256MB RAM	2005
English/ESL	JH	300E	Tammy Robinson	P4 1.8Ghz, 256MB RAM	2005
English/ESL	JH	300D	Nita Kincaid	P4 1.8Ghz, 256MB RAM	2005
English/ESL	JH	300E	Ron Emmons	P4 1.8Ghz, 256MB RAM	2005
English/ESL	JH	300B	Charles Davis	P2 350Mhz, 128MB RAM	2002
English/ESL	JH	300C	Elizabeth Gordon	P2 350Mhz, 128MB RAM	2002
English/ESL	JH	200F	Mary Hsia	P2 350Mhz, 128MB RAM	2002
English/ESL	JH	200F	Horatio Martinez	P4 1.8Ghz, 256MB RAM	2005
English/ESL	JH	300C	Sandra Martinez	Celeron 800Mhz, 128MB RAM	2004

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Department	Bldg.	Room No.	Faculty Member	PC Type	Replacement Date
English/ESL	JH	300H	Danielle Muller	P4 1.6Ghz, 128MB RAM	2005
English/ESL	JH	300F	Susan Niemeyer	P4 1.8Ghz, 256MB RAM	2005
English/ESL	JH	200A	Genevieve Patthey-Chavez	Celeron 850Mhz, 128MB RAM	2004
English/ESL	JH	200G	Rita Stafford	Celeron 600Mhz, 128MB RAM	2003
English/ESL	JH	300E	Flavia Tamayo	P3 500Mhz, 64MB RAM	2003
Faculty Lounge	FH	105	N/A	Celeron 850Mhz, 128MB RAM	2004
Fam. & Cons. Studies	AD	202	Glenda Proby Smith	Celeron 600Mhz, 128MB RAM	2003
Fam. & Cons. Studies	AD	317	Linda Wilbur	Celeron 850Mhz, 128MB RAM	2004
Fam. & Cons. Studies	AD	200	Kathleen Bimber	P4 1.8Ghz, 256MB RAM	2005
Fam. & Cons. Studies	AD	200	Janice Young	Celeron 600Mhz, 128MB RAM	2003
Fam. & Cons. Studies	AD	317	Nancy Washburn	Celeron 600Mhz, 128MB RAM	2003
Fam. & Cons. Studies	AD	317	Cheryl Werble	Celeron 600Mhz, 128MB RAM	2003
Fam. & Cons. Studies	AD	317	Hourly Faculty	Celeron 600Mhz, 128MB RAM	2003
Foreign Lang	DH	312	Faculty	Celeron 850Mhz, 128MB RAM	2004
Foreign Lang	DH	312	Micky Hong	Celeron 850Mhz, 128MB RAM	2004
Foreign Lang	DH	312C	Eiko Chatel	Celeron 850Mhz, 128MB RAM	2004
Foreign Lang	DH	312	Mario Rivera	Celeron 850Mhz, 128MB Ram	2004
Foreign Lang	DH	312	Jackie Russo	Celeron 850Mhz, 128MB RAM	2004
Foreign Lang	DH	312	Menes Guirguis	Celeron 850Mhz, 128MB RAM	2004
Foreign Lang	DH	312	Yelgy Parada	Celeron 850Mhz, 128MB RAM	2004
Foreign Lang	DH	312	Youngmin Bae	Celeron 850Mhz, 128MB RAM	2004
Foreign Lang	DH	312D	Jose Morin	Celeron 850Mhz, 128MB RAM	2004
Foreign Lang	DH	312B	Richard Liao	Celeron 850Mhz, 128MB RAM	2004
Foreign Lang	DH	312	Benedict Beit-Ishoo	Celeron 850Mhz, 128MB RAM	2004
Foreign Lang	DH	312	Francine Rosent	Celeron 850Mhz, 128MB RAM	2004
Health	HH	9	Lillian Yamaoka	Celeron 850Mhz, 128MB RAM	2004
Law/AJ	HH	200F	Paul Cummings	Celeron 850Mhz, 128MB RAM	2004
Law/AJ	HH	200G	Jack Weaver	Celeron 850Mhz, 128MB RAM	2004
Law/AJ	HH	200D	Tim Sweetman	P4 1.8Ghz, 256MB RAM	2005

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Department	Bldg.	Room No.	Faculty Member	PC Type	Replacement Date
Philosophy	HH	200B	Arnold McMahon	Celeron 700, 256MB RAM	2002
Law/AJ	HH	211	Jesse Caballeros	P3 550Mhz, 128MB RAM	2003
Law/AJ	HH	211	Richard Lewis	Celeron 700Mhz, 128MB RAM	2003
Learning Skills	Library	103G	Joyce Allen	P4 1.8Ghz, 256MB RAM	2005
Learning Skills	Library	103	C Ilano	P4 1.8Ghz, 256MB RAM	2005
Learning Skills	Library	107	A Adeleye	P4 1.8Ghz, 256MB RAM	2005
Learning Skills	Library	104	T Osumi	P4 1.8Ghz, 256MB RAM	2005
Learning Skills	Library	103C	M Des Vignes	P4 1.8Ghz, 256MB RAM	2005
Learning Skills	Library	330A/103 B	Rosalind Goddard	P4 1.5Ghz, 512MB RAM	2005
Library	Library	Lib 216	Barbara Vasquez	P4 1.5Ghz, 512MB RAM	2005
Library	Library	Lib 208A	Dorothy Fuhrmann	P4 1.5Ghz, 512MB RAM	2005
Library	Library	Lib 208B	Analya Sater	P4 1.5Ghz, 512MB RAM	2005
Library	Library	Lib 330A	Rosalind Goddard	P4 1.5Ghz, 512MB RAM	2005
Library	Library	Lib 202A	Andrzej Mezynski	P4 1.5Ghz, 512MB RAM	2005
Library	Library	Lib 202	Reference Desk	P4 1.5Ghz, 512MB RAM	2005
Library	Library	Lib 202	Reference Desk	P4 1.5Ghz, 512MB RAM	2005
Life Science	LS	104	Bernice Bedford	Celeron 850Mhz, 128MB RAM	2004
Life Science	LS	202	Heather Weber	Celeron 850Mhz, 128MB RAM	2004
Life Science	LS	110	Marsha Mark	Celeron 850Mhz, 128MB RAM	2004
Life Science	LS	108	A Logrip	P4 1.8Ghz, 256MB RAM	2005
Life Science	LS	109A	V. Arai	P3 733Mhz, 128MB RAM	2003
Life Science	LS	204	G. Gonsalves	P3 733Mhz, 128MB RAM	2003
Math	FH	312D	S Dakduk	P4 1.8Ghz, 256MB RAM	2005
Math	FH		M Tavakoli	P4 1.8Ghz, 256MB RAM	2005
Math	FH	312G	Roger Wolf	P3 500Mhz, 128MB RAM	2003
Math	JH	308	Ray Badalian	P4 1.6Ghz, 128MB RAM	2005
Math	JH	312F	Naeemah Payne	P4 1.8Ghz, 256MB RAM	2005
Math	JH	312C	Rosa Blackiston	P2 466Mhz, 128MB RAM	2002
Math	FH	17	BP Dauzat	Celeron 600Mhz, 128MB RAM	2003
Math	FH	19C	George Elliot	P4 1.6Ghz 256MB RAM	2005
Math	JH	312E	Don Hentschel	P4 1.6Ghz, 128MB RAM	2005
Math	FH	19B	George Holmes	P4 1.6Ghz, 256MB RAM	2005

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Department	Bldg.	Room No.	Faculty Member	PC Type	Replacement Date
Math	JH	312G	Kian Kaviani	Celeron 600Mhz, 128MB RAM	2003
Math	JH	312C	Ron Kendis	Celeron 600Mhz, 128MB RAM	2003
Math	JH	312G	Steve Lee	Celeron 600Mhz, 128MB RAM	2003
Math	JH	312B	Vincent Lee	P4 1.8Ghz, 256MB RAM	2005
Math	JH	308	Robert Mardirosian	P4 1.5Ghz, 256MB RAM	2005
Math	JH	312F	Anatoliy Nikolaychuk	Celeron 600Mhz, 128MB RAM	2003
Math	JH	312C	Juergen Pahl	Celeron 600Mhz, 128MB RAM	2003
Math	JH	312F	Hector Plotquin	P3 866Ghz, 256MB RAM	2003
Math	FH	2A	Michael Prichard	P4 1.8Ghz, 256MB RAM	2005
Math	JH	312	Niili Sow	Celeron 600Mhz, 128MB RAM	2003
Math	FH	217	RS Colantoni	P3 600Mhz, 256MB RAM	2003
Math	JH	312B	Pat Velez	Celeron 600Mhz, 128MB RAM	2003
Math	JH	312B	Kevin Windsor	Celeron 600Mhz, 128MB RAM	2003
Math	JH	312C	Sonia Younglove	Celeron 600Mhz, 128MB RAM	2003
Media Arts	Chem	206	Janet Nairn	Apple G3 Mac	2003
Media Arts	FH	8	Linda Okamura	Apple G3 Mac	2003
Media Arts	FH	28		Apple G4	2005
Media Arts	FH	8C	Adrienne Wagner	Apple G3 Mac	2003
				G4 400Mhz 128MB RAM G4 450Mhz 256MB RAM G3 266Mhz 32MB RAM G3 233Mhz 32MB RAM G3 300Mhz 64MB RAM G4 466Mhz 128MB RAM P2 233Mhz 64MB RAM 486DX 33Mhz 16MB RAM Quadra 660 100Mhz 45MB Power PC 110Mhz 16MB RAM Power Mac 100Mhz 16MB RAM	2002 2002 2001 2001 2001 2001 2002 2001 1998 2000 2000 2000
Media Arts	FH	10			
Media Arts	FH	8B	Joe Dojcsak	Apple G3 Mac	2003
Men's PE	MG	104	Dan Cowgill	Celeron 850Mhz, 128MB RAM	2004
Men's PE	MG	104	John Erdhaus	P3 733Mhz, 128MB RAM	2003
Men's PE	MG	104	Steve Rousey	Celeron 850Mhz, 128MB RAM	2004
Men's PE	MG	104	Hayward Nishioka	Celeron 850Mhz, 128MB RAM	2004
Men's PE	MG	Field	Skip Keith	Celeron 850Mhz, 128MB RAM	2004
Men's PE	MG	104	Tom Cano	Celeron 850Mhz, 128MB RAM	2004

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Department	Bldg.	Room No.	Faculty Member	PC Type	Replacement Date
Men's PE	MG	112E	Mike Miller	Celeron 850Mhz, 128MB RAM	2004
Men's PE	ST		Ric Fonseca	P4 1.7Ghz, 256MB RAM	2005
Music	CH	131F	Wesley Abbott	Celeron 600Mhz, 128MB RAM	2003
Music	CH	251/255	Howard Barr	Celeron 600Mhz, 128MB RAM	2003
Music	CH	249	Rose Brooks	Celeron 600Mhz, 128MB RAM	2003
Music	CH	131D	Laszlo Cser	Apple G3 Mac	2003
Music	CH	131E	Luther Henderson	Celeron 600Mhz, 128MB RAM	2003
Music	CH	131C	Irene Kim	Celeron 600Mhz, 128MB RAM	2003
Music	CH	131F	Charles Suovanen	Celeron 600Mhz, 128MB RAM	2003
Music	CH	131E	Dan Wanner	P4 1.8Ghz, 256MB RAM	2005
Music	CH	243	Marc Blake	Celeron 600Mhz, 128MB RAM	2003
Music	CH	243	Jane Blomquist	Celeron 600Mhz, 128MB RAM	2003
PACE	Café	106	Bernadette Tchen	P4 1.6Ghz, 128MB RAM	2005
Philosophy	HH	200B	Julio Torres	Celeron 850Mhz, 128MB RAM	2004
Philosophy	HH	200A	Cal Lopez	P4 1.6Ghz, 128MB RAM	2005
Physics	FH	209B	Sonia Juan	Celeron 600Mhz, 128MB RAM	2003
Physics	FH	209C	Dean Arvidson	Celeron 600Mhz, 128MB RAM	2003
Physics	FH	209B	M Dombroski	P4 1.8Ghz, 256MB RAM	2005
Physics	FH	209E	Chris Jillings	Celeron 600Mhz, 128MB RAM	2003
Psychology	HH	100C	Amy Baldwin	P3 800Mhz, 256MB RAM	2003
Psychology	HH	100B	Michael Lazare	Celeron 600Mhz, 128MB RAM	2003
Psychology	HH	100E	J Blum	P4 1.8Ghz, 256MB RAM	2005
Psychology	HH	100G	R Sechooler	P4 1.8Ghz, 256MB RAM	2005
Psychology	HH	100H	E. Fiazi	P4 1.8Ghz, 256MB RAM	2005
Psychology	HH	100	Carrie Caneles	Celeron 600Mhz, 128MB RAM	2003
Rad Tech	RT	Office 3	Doris Bruce	P3 550Mhz, 64MB RAM	2003
Rad Tech	RT	Office 7	Jackquelynn Finney	Celeron 600Mhz, 128MB RAM	2003
Rad Tech	RT	Office 8	John Radtke	Celeron 600Mhz, 128MB RAM	2003
Rad Tech	RT	Office 3A	Ed Vasquez	P3 550Mhz, 64MB RAM	2003
Social Sciences	JH	200	Melvin Aaron	Celeron 800Mhz, 128MB RAM	2003
Social Sciences	JH	200D	Enrique Auza	Celeron 850Mhz, 128MB RAM	2004
Social Sciences	JH	200D	Fernando Rodriguez	P4 1.6Ghz, 128MB RAM	2005

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<b>Department</b>	<b>Bldg.</b>	<b>Room No.</b>	<b>Faculty Member</b>	<b>PC Type</b>	<b>Replacement Date</b>
Social Sciences	JH	200	Julie Holzner	Celeron 850Mhz, 128MB RAM	2004
Social Sciences	FH	102C	Mattie Moon	P4 1.6Ghz, 128MB RAM	2005
Social Sciences	JH	200C	Ron Pelton	P3 1.0Ghz, 128MB RAM	2004
Social Sciences	JH	200E	H Cohen	P4 1.8Ghz, 256MB RAM	2005
Social Sciences	JH	102B	CR Guerrero	P2 450Mhz, 64MB RAM	2002
Speech	Bung	B	Jeanne Dunphy		
Speech	Bung	C	Ken Sherwood	P4 1.8Ghz, 256MB RAM	2005
Speech	Bung	C	F Steinhardt	P4 1.8Ghz, 256MB RAM	2005
Speech	Library	118	Kathleen Beaufait	Apple G3 Mac	2003
Speech	Bung	C	Charles Romero	P4 1.8Ghz, 128MB RAM	2005
Theatre	Theater	204	Jessica Litwak	Celeron 850Mhz, 128MB RAM	2004
Theatre	Theater	208A	Fred Fate	Apple G4 Mac	2004
Theatre	Theater	117	Julia Kuleck	Apple G3 Mac	2003
Theatre	Theater	117	Julia Kuleck	Celeron 850Mhz, 128MB RAM	2004
Theatre	Theater	206	Louie Piday	Celeron 600Mhz, 128MB RAM	2003
Theatre	Theater	204	Jennifer Rountree	Celeron 600Mhz, 128MB RAM	2003
Theatre	Theater	113	John Bledsoe	Apple G3 Mac	2003
Theatre	Theater	201	Leslie Ferreira	Apple Imac	2005
Theatre	Theater	200	J L Moody	Apple G3 Mac	2003
Theatre	Theater	202	Alfred Rossi	Celeron 600Mhz, 128MB RAM	2003
Theatre	Theater	117	Diane Sisko	Apple G3 Mac	2003
Women's PE	WG	101	Maria Reisch	P3 500Mhz, 64MB RAM	2003
Women's PE	WG	103	J McEveety	P4 1.8Ghz, 256MB RAM	2005
Women's PE	WG	102	Dan Glickman	Celeron 850Mhz, 128MB RAM	2004
Women's PE	WG	103	Christine Tinberg	Celeron 400Mhz, 128MB RAM	2002

## Administrator and Classified Staff Computers

The results of the computer hardware inventory and assessment in December 2002 are shown in the following table:

Dept.	Bldg	Room No.	Type of PC	Qty	Replacement Date
Acad Affairs	AD	206	2 P2 233Mhz 64MB RAM 5 P3 733Mhz 128MB RAM	7	2000 2004
Acad Affairs	AD	208	P3 450Mhz 128MB RAM	4	2003
Acad Affairs	AD	210	P3 800Mhz 256MB RAM	2	2004
Acad Affairs	AD	212	P3 700Mhz 128MB RAM	2	2004
Admissions	AD	100	15 P2 400Mhz 64MB RAM 8 P3 1.6Ghz 256MB RAM	23	2000 2005
Bookstore	Café		5 P3 700Mhz 128MB RAM 2 P3 1.4 Ghz 128MB RAM	7	2004 2005
Budget	AD	320	P3 700Mhz 128MB RAM	2	2004
Business Office	AD	111	Celeron 500Mhz 128MB RAM	16	2003
CalWorks	Bung	124	P3 1.4 Ghz 128MB RAM	6	2005
Child Development Center	CDC	Monroe & NH	Celeron 600Mhz 128MB RAM Celeron 850Mhz 128MB RAM	1 1	2003 2003
Citizenship Pgm	Bung	125	2 P4 2Ghz 256MB RAM 2 P3 450Mhz 128MB RAM	4	2005 2003
Counseling	AD	107	P4 1.6 Ghz 256MB RAM	17	2005
Cub Card Office	AD	103	P3 650Mhz 128MB RAM	6	2003
EOPS	Bung	R	P3 1Ghz 256MB RAM	14	2005
Financial Aid	Bung	105	P3 800Mhz 256MB RAM P4 1.6Ghz 256MB RAM P3 600Mhz 128MB RAM Celeron 466Mhz 128MB RAM P2 300Mhz 64MB RAM	6 2 6 5 7	2004 2005 2003 2002 2002
Foundation	AD	222	Celeron 600Mhz 128MB RAM	2	2003
Inst. Planning	AD	209	7 P3 1Ghz 256MB RAM 3 P3 600Mhz 128MB RAM	10	2005 2003
Intl Student Ctr	Bung	29	2 P3 1Ghz 256MB RAM 2 P3 550Mhz 128MB RAM	4	2005 2003
Learning Skills Center	Library	107	P4 1.8Ghz 256MB RAM	2	2005
Library	Library	Circ. Desk	3 P4 1.5Ghz 512MB RAM 3 P3 800Mhz 256MB RAM	6	2005 2004
Library	Library	Periodicals	2 P4 1.5Ghz 512MB RAM 1 P3 800Mhz 512MB RAM	3	2005 2004
Library	Library	Tech. Serv	4 P4 1.5Ghz 512MB RAM 1 P3 800Mhz 512MB RAM	5	2005 2004
Operations	Bung		P3 800 128MB RAM	5	2004
OSS	CH	109	P4 1.6Ghz 512MB RAM P3 1Ghz 256MB RAM P3 500Mhz 128MB RAM Pentium 233Mhz 64MB RAM	8 6 2 1	2005 2004 2002 2002

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Dept.	Bldg	Room No.	Type of PC	Qty	Replacement Date
Payroll	AD	215	1 P3 800Mhz 256MB RAM 4 P2 233Mhz 64MB RAM	5	2004 2000
Personnel	AD	213	2 P4 1.6 Ghz 256MB RAM 5 P2 300Mhz 64MB RAM	7	2005 2000
Plant Facilities	AD	109	9 P3 866Mhz 256 MB RAM 3 P3 1Ghz 256MB RAM	12	2004 2005
Pres Office	AD	214	1 P4 1.6 Ghz 256MB RAM 1 P2 400Mhz 64MB RAM	2	2005 2000
Purchasing	AD	218	5 P4 1.6 Ghz 256MB RAM 2 Celeron 600Mhz 128MB RAM	7	2005 2003
Staff Dev.	JH	210	P4 1.6Ghz 256MB RAM	1	2005
Scholars Program	CH	117	P3 1Ghz 256MB RAM G3 400Mhz 64MB RAM	1 1	2004 2002
Stud Activities	CH	117	P3 733Mhz 128MB RAM P3 450Mhz 128MB RAM	1 2	2003 2002
Stud Asst Ctr	AD	105	Celeron 700mhz 128MB RAM	1	2003
Student Services	AD	207	3 P4 1.6 Ghz 256MB RAM 3 P2 400Mhz 64MB RAM 1 P3 800Mhz 256MB RAM	7	2005 2000 2004
Teaching Learning Center	FH	106	3 P4 1.8Ghz 256MB RAM	3	2005
Transfer Center	Library		1 P2 266 Mhz 64 MB RAM 2 P3 1Ghz 256MB RAM	3	2000 2005
Trio and Fund for Student Success Program	CH	115	P4 1.5Ghz 256MB RAM	4	2005

## Licensed Software

In an effort to reduce costs for software and use existing resources efficiently, it is the intention of the Dean of Education Technology to maintain a database of licensed software and implement the idea of 'softwarehousing.' Softwarehousing is best implemented after a determination of the software needs of the campus. The college should then negotiate for site licensing prices from a reseller or the software developer. This may require a contract between the college and the reseller/software developer.

The results of the software inventory in December 2002 are shown in the following table:

Software Description	Version	Licenses In Use	Licenses Available
<b>A. Administrative Use</b>			
Microsoft Windows Advanced Server	2000	1	0
Microsoft Windows Server English	2000	10	0
Microsoft Windows NT Server	4.0	13	0
Microsoft SQL Server Standard Edition	2000	4	0
Microsoft SQL Server Enterprise	7.0	1	0
Microsoft SQL Server Standard	7.0	3	0
MSOL Academic Site Server	3.0	3	0
MSOL Academic System Management Server	2.0	1	0
MSOL Academic Backoffice Server	4.5	1	0
MSOL Academic Terminal Server	4.0	1	0
Microsoft Visio Professional	2002	6	0
Microsoft Project	2000	10	0
Altiris	Current	Site	Unlimited
Network Associates (Virus Protection)	Current	Site	Unlimited
Adobe Acrobat Win	5.0	4	0
Adobe Photoshop Win	6.0	4	0
Adobe Illustrator	9.0	3	0
Adobe Indesign	1.5	1	0
Adobe Pagemaker Win	7.0	6	0
Adobe Photoshop Win	7.0	1	0
<b>B. Academic Use</b>			
Macromedia Studio MX WIN NA ENG EDU FULL -D	8.5	30	0
Macromedia Director SHOCKWAVE STUDIO ENG FULL – D	8.5	30	0
Macromedia Director Studio EDU	8.5	30	0
Macromedia Director Studio - Fireworks MX	8.5	30	0
Macromedia Authorware WIN EDU FULL -D	6.0	30	0
Macromedia Authorware Upgrade Fulfillment License	6.5	30	0
Adobe Photoshop MAC - ELP LICENSE	5.5	20	0
Adobe Academic Illustrator MAC	9.0	10	0
Adobe Academic Photoshop MAC	6.0	10	0
Bardon Systems WinU Software	5.3	Site	Unlimited
Power On OnGuard Mac	3.3	36	0
Power On Lan Commander Mac		20	0

### Computer Lab Staffing

Department	No. of Labs	No. of Staff FTE*
Art/Architecture	2	0.0
Assessment	1	0.0
Business Admin.	1	0.0
CAOT	5	2.4
Chemistry	1	0.0
Cinema-TV	3	0.0
CSIT/CT	8	4.0
English/ESL	2	1.0
Foreign Language	1	0.0
Journalism	1	0.0
Law/AJ	1	0.0
Learning Skills	1	0.0
Library	1	1.0
Mathematics	2	0.0
Music	1	2.0
Nursing	1	0.0
OSS	1	1.0
Physics	1	1.0
Speech	1	1.0
Workforce Ed.	1	1.0

\* This represents the FTE for all classes of instructional assistants (IA).

**Total lab support staff= 15.4**  
**Total college technical support= 31.4**