



**Idaho State
University**

**Public
Health**

Graduate Certificate in Rural Health: Student Handbook



Department of Community and Public Health

College of Health

Kasiska Division of Health Sciences



Table of Contents

Graduate Certificate in Rural Health: Student Handbook 1



..... 1

Department of Community and Public Health..... 1

College of Health 1

Kasiska Division of Health Sciences 1

WELCOME FROM THE COORDINATOR..... 4

ABOUT THE UNIVERSITY 5

 Idaho State University's Land Acknowledgment Statement..... 5

THE DEPARTMENT OF COMMUNITY AND PUBLIC HEALTH..... 6

 About the Department of Community and Public Health..... 6

 Department of Community and Public Health Mission..... 6

MPH FACULTY 7

PROGRAM INFORMATION 10

PROGRAM REQUIREMENTS 11

 Program Delivery 11

 Faculty Availability 11

 Advising 12

 GPA Requirements and Dismissal from the Program..... 12

 Grievance procedures..... 12

 Incompletes and Withdrawals..... 13

 Transfer Credits and Course Substitutions..... 13

GRADUATE CERTIFICATE COURSES..... 14

 CORE COURSES:..... 14

 ELECTIVES (Must total 6 credits) 14

PROGRAM CURRICULUM & SCHEDULE..... 15

APPENDIX A. PROGRAM OF STUDY.....	16
APPENDIX B. MASTER OF PUBLIC HEALTH & RURAL HEALTH CERTIFICATE	17
APPENDIX C. ETHICS	18
APPENDIX D. CAMPUS RESOURCES.....	22
APPENDIX E. EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION	26
ISU Policies, Guides, and Forms	26
Title IX.....	27
Request for Religious Accommodations in the Classroom.....	27

WELCOME FROM THE COORDINATOR

Welcome to the Graduate Certificate in Rural Health program in the Department of Community and Public Health at ISU!

This certificate is a solution-oriented program designed for those who are passionate about health and well-being in rural communities!

This handbook has important information that will help you complete the certificate in a timely manner. It walks you through deadlines and introduces you to core course requirements and electives. Please speak with your advisor face-to-face (in-person or on Zoom) once per semester to ensure you are staying on track and getting what you want out of the program.



A graduate certificate in rural health is an excellent companion to degrees in primary care, allied health and public health. We have participants from a variety of disciplines including physician assistants, public health, anthropology, and communication sciences.

I can't express the value of this program any better than one of our participants:

Since beginning my journey in medicine, I have always planned to practice in a rural setting. The Rural Health Certificate has provided me the tools to do more than "practice medicine". I can now see beyond traditional medical needs, understand how a community compares to its surroundings, and plan meaningful change to improve health access and quality in rural and underserved communities (Tyson Frantz).

Please stay in touch after graduation, via [LinkedIn](#), email, and our symposiums, and in the meantime, contact us immediately if you have questions or concerns.

We are here to ensure your success!

Diana Schow, PhD

ABOUT THE UNIVERSITY

Founded in 1901, Idaho State University is one of the most comprehensive higher education institutions in the country. Idaho State is one of six universities in the US offering programs from technical certificates through graduate and professional degrees. The Carnegie-classified doctoral research institution attracts students from around the world to its main campus in Pocatello and locations in Meridian, Idaho Falls, and Twin Falls. Since 1966, the University has been Idaho's designated leader for training and educating health care professionals.

<u>ISU Mission</u>	We engage students through learning and research opportunities that improve the intellectual vigor, cultural vitality, and health of our communities.
<u>ISU Vision</u>	We inspire a passion for knowledge and discovery.
<u>ISU Values</u>	Integrity - Honesty in our actions and words
	Community - Fostering connections
	Inclusivity - Valuing all and building a culture of belonging
	Teamwork - Collaborating with compassion and respect
	Shared Responsibility - All contributing to our success
	Learning - Continuous growth and development

Idaho State University's Land Acknowledgment Statement

Acknowledging Native lands is an important way to honor and respect Indigenous peoples and their traditional territories. The land on which Idaho State University's Pocatello campus sits is within the original Fort Hall Reservation boundaries and is the traditional and ancestral home of the Shoshone and Bannock peoples. We acknowledge the Fort Hall Shoshone and Bannock peoples, their elders past and present, their future generations, and all Indigenous peoples, including those upon whose land the University is located. We offer gratitude for the land itself and the original caretakers of it.

As a public research university, it is our ongoing commitment and responsibility to teach accurate histories of the regional Indigenous people and of our institutional relationship with them. It is our commitment to the Shoshone-Bannock Tribes and to ISU's citizens that we will collaborate on future educational discourse and activities in our communities.

THE DEPARTMENT OF COMMUNITY AND PUBLIC HEALTH

About the Department of Community and Public Health

Our graduates work at the frontlines of emerging health issues, and strategically guide organizations and communities through evidence-based decision-making and cultural humility. Each of our programs prepares students in areas with projected job growth as organizations and communities recognize the need for better programs, healthcare, and environments that foster healthy people and communities.

Our degree programs include master's degrees in Health Education, Health Informatics, and Public Health. In addition, we offer an undergraduate degree in Community and Public Health with emphasis areas in Community/Worksite Wellness, Addiction Studies, and School Health.

Our academic certificate offerings include two graduate certificates in Public Health and Rural Health, and an undergraduate Community Health Worker certificate. Both of these certificate programs have reduced credits for focused training and can be completed in-person or online.

Department of Community and Public Health Mission

We advance health for all through collaborative learning and scholarly activities, enabling students and communities to thrive.

MPH FACULTY

RURAL HEALTH CERTIFICATE COURSES ARE NORMALLY TAUGHT BY MPH FACULTY

Elizabeth Fore (Associate Professor and Director of the Institute of Rural Health at ISU)

Pocatello: Gravely Hall, #214 | elizabethfore@isu.edu

Courses typically taught: MPH 6604, 6620, 6611

Dr. Fore has extensive experience as an evaluator of local and state-level health services programs and as a qualitative researcher of access to care barriers for underserved populations, including, limited-English-proficient Latinos, Medicaid recipients, and rural residents.



Ryan Lindsay (Associate Professor)

Meridian: 1311 E. Central Dr., Meridian, ID 83642 Office 669 | ryanlindsay@isu.edu

Courses typically taught: MPH 5507, MPH 6640, MPH 6601

Dr. Lindsay is interested in global health and how substance use, including smoking, influences HIV and tuberculosis. His research has highlighted the plight of people living with HIV/AIDS and/or addiction, people experiencing homelessness or disability, immigrants, and sex worker populations. He has worked in Community Health Worker workforce development programming in Idaho since 2016.



Nnamdi Moeteke (Visiting Assistant Professor)

Pocatello: Reed Gym, #242 | nnamdimoeteke@isu.edu

Course typically taught: MPH 6601

Dr. Moeteke is a public health physician committed to working with underserved communities for health development. Most of his practice and research has focused on strengthening health systems especially with respect to primary healthcare, and training of health workforce for improvement in service delivery and enhancement of population health in Nigeria. He is a Member of the West African College of Physicians (Faculty of Community Health), and a Fellow of the Royal Society for Public Health.



Lisa Salazar (Clinical Assistant Professor)

Pocatello: Reed Gym, #242 | lisasalazar@isu.edu

Courses typically taught: MPH 6605, MPH 6606, MPH 6660

Dr. Salazar is a proud graduate of the ISU MPH Program. She has a personal interest in environmental health, as well as humanitarian causes, social justice, and health literacy. She is also working on providing training solutions in areas of mental health and resiliency and explores the use of technology to solve some of the disparities in these areas. Dr. Salazar has both experienced cancer and has seen others dying of cancer well before their time, which motivates her to help people lead healthier lives. Her favorite thing to teach students is to question everything, so they can find the root cause and systems that really need to be addressed.



Diana Schow (Associate Professor and Coordinator for the Graduate Certificate in Rural Health)

Pocatello: Reed Gym, #243B | dianaschow@isu.edu

Courses typically taught: MPH 5503, 5511, 6660, 6609, 6606

Dr. Schow completes mixed-methods action research projects to improve health status, social justice and wellness of individuals, communities and organizations in rural and underserved areas. Her work has involved direct services, program administration, research and volunteerism. Populations of focus in southeast Idaho and Montana have included victims of child abuse, victims of domestic violence and sexual assault, Hispanic agricultural workers, Native American populations, persons in poverty and individuals receiving and applying for disability, food stamps, Medicaid and emergency assistance. Her international experience includes working with rural programs in Peru and 13 European countries



Kristin Van De Griend (Associate Professor and Chair of the Department of Community and Public Health)

Pocatello: Reed Gym, #242 | kristinvandegrien@isu.edu

Courses typically taught: MPH 6660, MPH 6640

Dr. Van De Griend engages in public health research and practice with the intent to promote health equity. Whenever possible, she employs community-based, mixed methods research. Her work is grounded within social justice and intersectionality frameworks and she prioritizes transdisciplinary teamwork. Most of her global and local research has focused on maternal and child health, violence prevention, water insecurity, and community development. Dr. Van De Griend is especially interested in translating research to practice and policy through implementation science.



Irene van Woerden (Associate Professor and MPH Director)

Pocatello: Reed Gym, #242 | irenevanwoerden@isu.edu

Courses typically taught: MPH 6602 and MPH 5599

Dr. van Woerden's main research interests are health behaviors and outcomes, with a focus on social networks, food insecurity, and body size. Dr. van Woerden also examines environmental issues, such as bisphenols, phthalates, and nuclear energy.



PROGRAM INFORMATION

The Graduate Certificate in Rural Health is a solution-oriented program designed for those who are passionate about health and well-being in rural communities!

It focuses intently on the least populated areas of the western United States including communities in Alaska, Wyoming, Idaho, South Dakota, Nevada, Colorado, New Mexico, Arizona, and Montana.

This 15-credit program that is designed for graduate students and health professionals (primary care, allied health and public health) who currently practice, or intend to practice, in rural settings.

The certificate's curriculum includes courses that: 1) address the public health issues in rural communities, 2) introduce students to rural health systems, and 3) give students a hands-on opportunity to partner with rural health organizations. It also offers a wide variety of electives to help students tailor their experiences to individual needs and interests. It provides a foundational rural perspective that is not normally obtainable in primary care, allied health or public health training programs.

All coursework introduces students to timely, evidence-based information that is critical to better serving rural communities. Some of the **many** course topics include:

- Disease and Illness Burdens in Rural Communities
- Hispanic and Indigenous People's Health
- Agricultural Safety and Health
- Health for Rural Industry Workers (Logging, Fishing)
- Mental Health in Small Communities
- Risky and Health Promoting Rural (Rodeo/Wilderness Expeditions)
- Informal Communications Networks
- Understanding Indian Health Services

The most interesting thing about the Rural West course is that it provides a very focused view of health issues in a well-defined geographical region along with a simultaneously broader insight into challenges that rural populations are facing throughout the country.

As someone not born and raised in this country, the course helped me a lot, to understand the people and public health in the United States in general and the Mountain West in particular. If one wants to practice primary care or public health, especially in the health systems domain, this course provides a very powerful insight into the people, the health system, and disparities along with an introduction to a variety of plausible community-based interventions (Aysha Zahidie).

PROGRAM REQUIREMENTS

Participants complete three core courses that enhance their skill-set and provide hands-on opportunities for learning:

1. Health Topics: The Rural West (3 credits)
2. Rural Health Systems (3 credits)
3. Partnering for Rural Health (3 credits)

In addition participants can choose from a wide variety of electives (6 credits) to complete their certificate.

Many students are able to count courses that they are already taking in other programs as electives.



This is the case for students in the Physician Assistants, Rural Health Track program at Idaho State University. It is also the case for MPH students completing a thesis or project that emphasizes rural health. These students are allowed to count their rural immersive experiences and some of their required coursework as electives, which makes it significantly easier to finish the program.

Students pursuing the Graduate Certificate in Rural Health must maintain a GPA of 3.0 or better in each course and ensure they meet the minimum of 15 credits.

Program Delivery

Courses are offered **online – some synchronously and some asynchronously**. This program is designed to meet the needs of working individuals as well as those in rural areas. Please refer to the class schedule and speak with your advisor about these options.

Faculty Availability

All full-time faculty maintain regular office hours and are available to assist and advise students. Appointments may be requested outside of regular office hours. Students are strongly encouraged to meet regularly with their advisor. If a faculty member is not being responsive, reach out to the Program Coordinator, and if that doesn't resolve the issue to reach out to the Department Chair.

Advising

You will be assigned an academic advisor to guide you in selecting courses that satisfy program requirements and provide the foundation for your professional goals. Your advisor can help you by: providing information about research and service opportunities, communicating program requirements and, program approval, graduation procedures, and helping you succeed through guidance and support.

Students may request a different academic advisor by contacting the MPH Program Director. Once the request has been approved, the student will notify the prior advisor.

Students are expected to meet with their academic advisor prior to registering for their first semester of coursework. Your academic advisor is the best person to reach out to if you have questions about course selection and progress.

GPA Requirements and Dismissal from the Program

All students must maintain a satisfactory record of scholarship. A 3.0 grade point average (GPA) or better is required for any graduate degree or certification at Idaho State University. A grade below B is essentially failing at the graduate level. Students who earn a grade below a B in a core course will be required to retake that course. Students who earn grades below a B in two courses will be dismissed from the program. Students' must also conduct themselves in an ethical and professional manner (See Appendix B).

Grievance procedures

The following is from the [ISU student handbook](#) (v. edited 09/27/2022):

Students who feel they have been discriminated against based upon a disability and wish to file a grievance shall file such complaints with the [Office of Equity and Inclusion](#). The investigation and grievance procedures established for acts of illegal discrimination shall apply.

For a grade appeal, please refer to the Scholastic Appeals Policy on page 13 of the ISU student handbook. See also the "Appealing a Course Grade" section on page 10.

For an Equal Opportunity/Affirmative Action complaint or grievance, please contact the ISU Office of Equity and Inclusion or view the policy online [here](#).

For all other complaints/grievances: A student should first attempt to resolve the complaint informally by meeting with the University instructor and/or official responsible for the rule, policy, procedure, or decision that results in the student's complaint or grievance. Students seeking advocacy or guidance on this process may consult with the Director of Student Life or delegate.

To file a formal complaint based on sexual and gender-based discrimination, harassment and/or other sexual misconduct, contact us at:
(<http://www.isu.edu/aaction/title-ix-notice-of-non-discrimination/>).

Complaints regarding allegations of unfair competition or deceptive business practices and the violation of Idaho consumer protection laws may be made to the Office of the Attorney General, Consumer Protection Division of the State of Idaho, at:
(<http://www.ag.idaho.gov>).

Incompletes and Withdrawals

If you are unable to complete the semester, for instance through illness or other excusable absence, you may be able to work with your instructors to obtain an incomplete and then complete the work later. See the [course catalog](#) for more information. If you are likely to fail a class, withdrawing from the class is an option. See [here](#) for more information on withdrawals. If you need to withdraw from a class, depending on the circumstances you may be eligible for a partial tuition and fee refund, see [here](#) for more information.

Transfer Credits and Course Substitutions

A student can submit up to 3 units worth of graduate level courses to apply toward their program of study. A student must obtain approval for any graduate courses transferred to ISU from another accredited university, and must show proficiency (this may include taking an exam, completing an assignment, or demonstration in another way) in any competencies that are linked to that class. To do transfer credits and substitute a course, send a copy of the transcripts outlining the courses and grade received from another accredited university, and the courses you wish to substitute with these credits to the Program Coordinator and major advisor for review for approval.

Students who complete and are awarded the Graduate Certificate in Rural Health may transfer up to 9 credits from the certificate program in the MPH program. Admission and completion of the certificate do not guarantee admission into the MPH program. Courses completed in the certificate program must have a grade of B or above to transfer into the MPH program.

GRADUATE CERTIFICATE COURSES

CORE COURSES:

MPH 5503 Health Topics: The Rural West: 3 semester hours

Survey a variety of health topics specific to rural communities in the West. Critically examine social, cultural, economic and political factors that shape the way health is addressed and explained. Develop a personalized career plan that addresses key take-aways from the course.

MPH 5507 Rural Health Systems: 3 semester hours

Explore the wide variety of public health and healthcare delivery models currently operating in the rural west. Critically assess the connects and disconnects between Federally Qualified Health Centers, Critical Access Hospitals, Indian Health Services, public health departments, community-based organizations, workforce, telehealth systems and informal networks.

MPH 5511 Partnering for Rural Health: 3 semester hours

Develop leadership and team-building skills with traditional and non-traditional partners in rural communities. Apply those skills by developing a funding proposal for a community or organization in a rural setting.

ELECTIVES (Must total 6 credits)

NURS 6612	Health Care of Rural Communities	2
NURS 8809	Research and Practice in Rural and Global Communities	2
HCA 6636	Rural Healthcare Management	3
HIST 5523	Idaho History	3
HIST 6623	Global Idaho	3
ANTH 5506	American Indian Health Issues	3
ANTH 5554	Survey of American Indian Languages	3
ANTH 5572	Native American Arts	3
ANTH 5574	Topics in Indian Education	3
ANTH 5578	Federal Indian Law	3
ANTH 5579	Tribal Governments	3
SPAN 5510	Spanish for the Health Professions	1-2
SPAN 5593	Spanish Internship	1-3
POLS 5553	Public Policy Analysis	3
POLS 5509	Community and Regional Planning	3
POLS 5571	Historical Geography of Idaho	3
or GEOL 5571	Historical Geography of Idaho	
or HIST 5571	Historical Geography of Idaho	
Other Electives as Approved by the Department		

PROGRAM CURRICULUM & SCHEDULE

	Fall Semester	Spring Semester
MPH 5503	Health Topics: The Rural West	
MPH 5507	Rural Health Systems	
MPH 5511		Partnering for Rural Health
ELECTIVES	Please check the current ISU Academic Catalog or Class Schedule	Please check the current ISU Academic Catalog or Class Schedule

This course schedule is subject to change.

Summer MPH courses may be offered. Refer to the current ISU Academic Catalog for summer course offerings.



APPENDIX A. PROGRAM OF STUDY

Please use this as a guide to help ensure timely graduation!

DEGREE PROGRAM COURSES						
Prefix/Num	Title	Credits	Semester	Year	Grade	Institution
General Requirements						
MPH 5503	Health Topics: Rural Health	3	Choose an item.		Choose an item.	Choose an item.
MPH 5507	Rural Health Systems	3	Choose an item.		Choose an item.	Choose an item.
MPH 5511	Partnering for Rural Health	3	Choose an item.		Choose an item.	Choose an item.
			Choose an item.		Choose an item.	Choose an item.
			Choose an item.		Choose an item.	Choose an item.
			Choose an item.		Choose an item.	Choose an item.
Electives (6 Credits)						
			Choose an item.		Choose an item.	Choose an item.
			Choose an item.		Choose an item.	Choose an item.
			Choose an item.		Choose an item.	Choose an item.

Thesis / Non-Thesis

Notes: (Substitutes/Waivers/Notes – Add additional pages as needed)



APPENDIX B. MASTER OF PUBLIC HEALTH & RURAL HEALTH CERTIFICATE

The Graduate Certificate in Rural Health is a 15-credit program that is designed for graduate students and health professionals who currently practice, or intend to practice, in rural settings. The certificate's curriculum offers a wide variety of electives to help students tailor their experiences to individual needs and interests, and includes courses that: 1) address the public health issues in rural communities, 2) introduce students to rural health systems, and 3) give students a hands-on opportunity to partner with rural health organizations.

You can share nine credits between the MPH and Graduate Certificate in Rural Health. This means that you can complete the rural health certificate as well as the MPH by only taking six additional courses. See below for the suggested courses for taking the Graduate Certificate in Rural Health and the MPH.

For more information, review the [Rural Health website](#) and contact Dr. Diana Schow.

Core Requirements (30 credits)	Credits	MPH	Rural
MPH 5540 - Research and Writing 1	1	Y	
MPH 5507 - Rural Health Systems	3	Y	Y
MPH 6601 - Applications in Epidemiology	3	Y	
MPH 6602 - Biostatistics	3	Y	
MPH 6604 - Social & Cultural Persp. in Public Health	3	Y	
MPH 6605 - Leadership and Administration	3	Y	
MPH 6606 - Environmental & Occupational Health	3	Y	
MPH 6609 - Seminar in Community/Public Health	3	Y	Y
MPH 6620 - Health Program Planning	3	Y	
MPH 6640 - Research and Writing 2	2	Y	
MPH 6660 - Health Behavior Change Theory & App.	3	Y	
Integrative Learning Experience (6 credits)			
MPH 6650 (Thesis) OR MPH 6651 (Project)	6	Y	
Approved Electives (6 credits)			
MPH 5503 - The Rural West	3		Y
MPH 5511 - Partnering for Rural Health	3	Y	Y
elective	3		Y
elective	3	Y	
TOTAL	48	42	15

APPENDIX C. ETHICS

Graduate students are expected to conduct themselves in an ethical and professional manner. The following statements of common values (Adapted from Code of Ethics for the Health Education Profession, AAHE and SOPHE) may serve as guidance for general decision making during our professional studies.

Article I: Responsibility to the Public

Public Health Professionals:

- support the right of individuals to make informed decisions regarding health, as long as such decisions pose no threat to the health of others.
- encourage actions and social policies that support and facilitate the best balance of benefits over harm for all affected parties.
- accurately communicate the potential benefits and consequences of the services and programs with which they are associated.
- accept the responsibility to act on issues that can adversely affect the health of individuals, families, and communities.
- are truthful about their qualifications and the limitations of their expertise and provide services consistent with their competencies.
- protect the privacy and dignity of individuals.
- actively involve individuals, groups, and communities in the entire educational process so that all aspects of the process are clearly understood by those who may be affected.
- respect and acknowledge the rights of others to hold diverse values, attitudes, and opinions.
- provide services equitably to all people.

Article II: Responsibility to the Profession

Public Health Professionals are responsible for their professional behavior, for the reputation of their profession, and for promoting ethical conduct among their colleagues.

Public Health Professionals:

- maintain, improve, and expand their professional competence through continued study and education; membership, participation, and leadership in professional organizations; and involvement in issues related to the health of the public.
- model and encourage nondiscriminatory standards of behavior in their interactions with others.

- encourage and accept responsible critical discourse to protect and enhance the profession.
- contribute to the development of the profession by sharing the processes and outcomes of their work.
- are aware of possible professional conflicts of interest, exercise integrity in conflict situations, and do not manipulate or violate the rights of others.
- give appropriate recognition to others for their professional contributions and achievements.

Article III: Responsibility to Employers

Public Health Professionals recognize the boundaries of their professional competence and are accountable for their professional activities and actions.

Public Health Professionals:

- accurately represent their qualifications and the qualifications of others whom they recommend.
- use appropriate standards, theories, and guidelines as criteria when carrying out their professional responsibilities.
- accurately represent potential service and program outcomes to employers.
- anticipate and disclose competing commitments, conflicts of interest, and endorsement of products.
- openly communicate to employers, expectations of job-related assignments that conflict with their professional ethics.
- maintain competence in their areas of professional practice.

Article IV: Responsibility in the Delivery of Health Education

Public Health Professionals promote integrity in the delivery of health education. They respect the rights, dignity, confidentiality, and worth of all people by adapting strategies and methods to meet the needs of diverse populations and communities.

Public Health Professionals:

- are sensitive to social and cultural diversity and are in accord with the law, when planning and implementing programs.
- are informed of the latest advances in theory, research, and practice, and use strategies and methods that are grounded in and contribute to development of professional standards, theories, guidelines, statistics, and experience.

- are committed to rigorous evaluation of both program effectiveness and the methods used to achieve results.
- empower individuals to adopt healthy lifestyles through informed choice rather than by coercion or intimidation.
- communicate the potential outcomes of proposed services, strategies, and pending decisions to all individuals who will be affected.

Article V: Responsibility in Research and Evaluation

Public Health Professionals contribute to the health of the population and to the profession through research and evaluation activities. When planning and conducting research or evaluation, Public Health Professionals do so in accordance with federal and state laws and regulations, organizational and institutional policies, and professional standards.

Public Health Professionals:

- support principles and practices of research and evaluation that do no harm to individuals, groups, society, or the environment.
- ensure that participation in research is voluntary and is based upon the informed consent of the participants.
- respect the privacy, rights, and dignity of research participants, and honor commitments made to those participants.
- treat all information obtained from participants as confidential unless otherwise required by law.
- take credit, including authorship, only for work they have actually performed and give credit to the contributions of others.
- who serve as research or evaluation consultants discuss their results only with those to whom they are providing service, unless maintaining such confidentiality would jeopardize the health or safety of others.
- report the results of their research and evaluation objectively, accurately and in a timely fashion.

Article VI: Responsibility in Professional Preparation

Those involved in the preparation and training of Public Health Professionals have an obligation to accord learners the same respect and treatment given other groups by providing quality education that benefits the profession and the public.

Public Health Professionals:

- select students for professional preparation programs based upon equal opportunity for all, and the individual's academic performance, abilities, and potential contribution to the profession and the public's health.
- strive to make the educational environment and culture conducive to the health of all involved, and free from sexual harassment and all forms of discrimination.
- involved in professional preparation and professional development engage in careful preparation; present material that is accurate, up-to-date, and timely; provide reasonable and timely feedback; state clear and reasonable expectations; and conduct fair assessments and evaluations of learners.
- provide objective and accurate counseling to learners about career opportunities, development, and advancement, and assist learners to secure professional employment.
- provide adequate supervision and meaningful opportunities for the professional development of learners.

APPENDIX D. CAMPUS RESOURCES

[Academic Success Center](#)

[Alumni Association](#)

[American Indian Tuition Fee Program](#)

[Art Galleries and Events](#)

Associated Students of Idaho State University

The Associated Students of Idaho State University (ASISU) is committed to providing effective student participation and representation in all areas of student life, that we may participate in the improvement of educational programs, co-curricular activities, and services, and advance the common interests and concerns of the student body.

[Association of Black Professionals](#)

[Athletics](#)

[Benny's Pantry](#)

Benny's Pantry seeks to alleviate food insecurity where it exists at ISU through the distribution of free food assistance. The pantry's two locations are located in Pocatello and Idaho Falls.

[Bengal Pharmacy](#)

[Bengal Theater](#)

[Bengal Web](#)

[Bookstore](#)

[Center for New Directions](#)

The Center for New Directions assists men and women in transition to overcome personal and economic barriers to education and employment, to access training programs and job opportunities, and to become personally and economically self-sufficient.

[College of Health](#)

[Computer Lab Directory](#)

A list of all computer labs and related information for the Pocatello Campus, Idaho Falls Campus, and the Sam and Aline Skaggs Health Science Center in Meridian.

[Copy Center](#)

[Dining and Food Options](#)

[Directory](#)

[Diversity Resource Center](#)

[Division of Health Sciences](#)

[Educational Technology Services](#)

Located on the lower level of the Eli M Oboler Library, Educational Technology Services provides ISU faculty and staff access to a variety of instructional and communications technologies along with professional assistance.

[Gender Center](#)

[Health Center](#)

[Idaho Center for Health Research](#)

[Information Technology Services](#)

[Institute of Rural Health](#)

[ISU University Libraries](#)

[Idaho Health Sciences Library](#)

<u>Eli M. Oboler Library - Pocatello</u>	<u>ISU Library - Meridian</u>	<u>ISU Library - Idaho Falls</u>
Phone: (208) 282-2958	Phone: (208) 373-1817	Phone: (208) 282-7906
Physical address:	Physical address:	Physical address:
850 S. 9th Avenue	1311 E. Central Drive	1784 Science Center Drive Room 225
Pocatello, Idaho 83209	Meridian, Idaho 83642	Idaho Falls, Idaho 83402

[Mail Center](#)

[Moodle](#)

[Native American Student Service Center](#)

[Research](#)

[Ombuds Program](#)

[Outdoor Adventure Center](#)

[Parking](#)

[Qualtrics](#)

[ROTC \(Reserve Officers' Training Corps\)](#)

[Single Parent Student Assistance Program](#)

[Stephens Performing Arts Center](#)

[Stress Management and Biofeedback](#)

[Student Affairs Departments](#)

[Advising](#)

[Admissions](#)

[Bennion Student Union - Idaho Falls](#)

[Campus Recreation](#)

[Career Center](#)

[Counseling and Testing](#)

Counseling and Testing Service offers individual counseling, group counseling, and biofeedback services. All clinical services are free of charge and students do not require medical insurance to seek our services. If your concerns require resources or competencies other than what we can provide, we will refer you to appropriate services, which may be in the community.

Pocatello: (208) 282-2130 | Idaho Falls: (208) 282-7750 | Meridian: (208) 373-1732

If you are in urgent need, please call the crisis line 1-800-273-TALK(8255)

If your concerns are life threatening, call 911.

[Dean of Students](#)

Student Care and Assistance

Student Conduct

Advocacy Services

[Disability Services](#)

The mission of Disability Services (DS) is to increase equal access and opportunities to all programs and services sponsored or funded by Idaho State University. DS is dedicated to creating an accessible environment for students, employees, and community members with disabilities.

[Early Learning Center](#)

The Early Learning Center (ELC) seeks to support ISU students in their pursuit of higher education by providing quality child care for their children as well as for those of faculty, staff, and community members.

[Equity & Inclusion](#)

The Office of Equity and Inclusion strives to create an environment where all individuals feel welcome and safe. A campus where every student is treated with dignity and respect.

[Financial Aid](#)

[Housing](#)

[International Programs Office](#)

[Registrar's Office](#)

[Pond Student Union](#)

[Scholarships](#)

[Student Leadership and Engagement Center](#)

[Trio Student Services](#)

[Veterans Student Service Center](#)

[Student Expression](#)

[New Student Orientation](#)

[University Tutoring](#)

University Tutoring provides FREE academic support for all Idaho State University students currently enrolled in courses.

Math Support

Writing Support for any paper in any class, scholarship essays, and more

Content Support for a wide variety of courses

[Wellness Center](#)

APPENDIX E. EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION

Idaho State University is committed to providing a positive education for all students. The university has a legal and ethical responsibility to ensure that all students and employees can learn and work in an environment free of harassment and discrimination. It is the ISU policy to prohibit and eliminate discrimination on the basis of race, color, national origin, religion, sex, age, or disability. This policy applies to all programs, services, and facilities, and includes, but is not limited to, recruitment, applications, admissions, and access to programs, services, and employment. For additional information and specific contact information, see:

<https://www.isu.edu/aaction/>.

The Office of Equity and Inclusion strives to create an environment where all individuals feel welcome and safe. A campus where every student is treated with dignity and respect.

The University is committed to creating and maintaining a learning environment that is free of discrimination and harassment against an individual on the basis of that person's race, color, religion, gender, age, sexual orientation, national origin, ancestry, physical or mental disability, or veteran status. Harassment and discrimination will not be tolerated and should be reported to the Office of Equity and Inclusion.

Office of Equity and Inclusion
Rendezvous Bldg. Rm. 151C
921 S. 8th, Stop 8315
Pocatello, ID. 83209
(208) 282-3964
FAX (208) 282-5829

ISU Policies, Guides, and Forms

[Sexual Orientation and Gender Identity Policy](#)

[Policy on Equal Opportunity, Harassment and Non-discrimination](#)

[Relationship Violence Policy Guide](#)

[Sexual Assault Policy Guide](#)

[Stalking Policy Guide](#)

[Student Conduct Code](#)

[Equal Opportunity and Affirmative Action Policy](#)

Title IX

ISU is committed to providing a safe educational and work environment. As a university community, we value compassion and the safety of all employees and students. Sex- and gender- based discrimination (including sexual harassment, sexual violence, dating/domestic violence, and stalking) limit access to education and work opportunities. ISU will follow the guidelines set forth in Title IX of the Education Amendments of 1972 to stop, remedy, and prevent negative effects of sex- and gender-based discrimination.

ISU is dedicated to ensuring a prompt, effective, and compassionate response to any report of sex- or gender-based discrimination. To report possible discrimination, ask questions, or communicate concerns, contact the ISU Title IX Coordinator at 208-282-1439.

To report online, use the [secure online incident form](#)

For more information, visit the [Title IX Office](#).

Request for Religious Accommodations in the Classroom

Idaho State University is required to reasonably accommodate a student's sincerely held religious belief which conflicts with an academic requirement, unless providing the accommodation would create an undue hardship to the Univers