



Idaho State
University

College of
Technology

Early Childhood Care & Education

2026-2027



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I. Message from the Dean

Dear College of Technology Student,

Congratulations on your decision to pursue your education at the Idaho State University College of Technology. On behalf of all faculty, staff, and administration, I want to take this opportunity to personally extend a warm welcome. Our mission is to provide you with the skills, knowledge, and abilities to be successful in your chosen career.

I am pleased to see that you made the decision to join the largest, most comprehensive postsecondary technical institute in the state of Idaho. You now belong to a college that boasts an alumni base of more than 23,000. For more than 100 years, students have graduated from Idaho State University with the technical skills necessary to successfully enter the workforce. I am confident that you will also be prepared by our faculty to pursue your passion and have an enjoyable lifetime career.

Amid the excitement of enrolling at Idaho State University, you probably have many questions. This student handbook has been prepared for your use and contains the answers to many of your questions. If you would like additional information, please contact your faculty or Student Services directly. We are all here to help you succeed in your studies and stand prepared to assist you with your concerns.

Once again, welcome to the College of Technology.

Go Bengals!

A handwritten signature in black ink, appearing to read "Jerry Anhorn", with a long horizontal flourish extending to the right.

Jerry Anhorn

Dean

II. Program Introduction

This handbook is designed to provide information and serve as a resource for most questions and school situations you may encounter as a student in the Early Childhood Care & Education program.

All students are directly responsible to the instructors first. Details regarding program procedures will be covered and questions answered during orientation at the beginning of the program or as the need arises. Problems of any nature will be brought to the attention of the instructors and program coordinator. They will seek assistance for a student's problem. If a student feels a need for a conference with someone other than an instructor or the program coordinator, a meeting may be arranged with a student success navigator from the College of Technology Student Services at (208) 282-2622.

Program Administration

The Early Childhood Care & Education program is operated by the College of Technology, Idaho State University. The program works in cooperation with the Idaho Career & Technical Education and is approved by the State Board of Education.



The Early Childhood Care & Education program is accredited through the National Association for the Education of Young Children (NAEYC).

College of Technology

Dean

Jerry Anhorn

Associate Dean of Instruction

Debra Ronneburg

Assistant Dean of Student & College Services

Tiffany Mitchell

Business & Consumer Services Co-Chair	Clayn Lambert
Business & Consumer Services Co-Chair	Duane Rawlings
Program Coordinator	Amy Koplin
Program Instructor	Dan-Vi Hoang
Student Success Navigator	Stephanie Foreman

Program Information

Degrees/Certificates Offered

Basic Technical Certificate	Early Childhood Care and Education
Intermediate Technical Certificate	Early Childhood Care and Education
Associate of Applied Science	Early Childhood Care and Education

Mission Statement

The mission of the Idaho State University, College of Technology, Early Childhood Care and Education Associate Degree Program is to meet the specific training needs of early childhood care and education personnel working in child care centers, family child care homes, Head Start programs, and private preschool programs by educating individuals in the theory, practice, and policies necessary for quality care and education of children from birth to eight years of age.

Program Objective

This program will provide students with the skills and knowledge to be responsible for meeting the specific needs of a group of children by nurturing the children's physical, social, emotional, and intellectual needs; setting up and maintaining the early care and education environment; and establishing a liaison relationship between families and the program.

Student Learning Outcomes

1. **To promote child development by:**

- a. Knowing and understanding young children’s characteristics and needs, from birth through age 8.
 - b. Knowing and understanding the multiple influences on early development and learning.
 - c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.
2. **To build family and community relationships by:**
- a. Knowing about and understanding diverse family and community characteristics.
 - b. Supporting and engaging families and communities through respectful, reciprocal relationships.
 - c. Involving families and communities in young children’s development and learning.
3. **To use observation, documentation, and assessment to support young children and families by:**
- a. Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children.
 - b. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment, and data collection.
 - c. Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.
 - d. Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments.
4. **To use developmentally appropriate approaches by:**
- a. Understanding positive relationships and supportive interactions as the foundation of their work with young children.
 - b. Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology.
 - c. Using a broad repertoire of developmentally appropriate teaching/learning approaches.
 - d. Reflecting on own practice to promote positive outcomes for each child.
5. **To use content knowledge to build meaningful curriculum by:**
- a. Understanding content knowledge and resources in academic disciplines.
 - b. Knowing and using the central concepts, inquiry tools, and structures of content areas/academic disciplines.
 - c. Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.
6. **To become a professional by:**

- a. Identifying and involving self with the early childhood field.
- b. Knowing about and upholding ethical standards and other early childhood professional guidelines.
- c. Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.
- d. Integrating knowledgeable, reflective, and critical perspectives on early education.
- e. Engaging in informed advocacy for young children and the early childhood profession.

III. Policies & Procedures

Attendance Policy

Every student is expected to attend class on a regular basis. It is also expected that the student has made prior arrangements to meet other life responsibilities so that a job, childcare responsibilities, anticipated medical treatments, or any other commitments are not an accepted excuse for absence for any class during the normal class day. Should the student not be able to attend for any reason, the student is responsible for contacting the department or instructor at 282-4637 or 282-2780 before 12:00 p.m. If the student is absent on the day an exam is scheduled, or an unannounced quiz is given, the exam/quiz cannot be made up unless the instructor is contacted prior to the absence and arrangements are made. Three absences each semester are allowed without penalty for daytime technical certificate students; one absence each semester is allowed without penalty for one night per week courses. Excessive absences will require a doctor's note to verify illness. Attendance may count as much as 20% of each course grade.

The attendance policy also applies to the practicum site. Practicum attendance is a student responsibility for the course and is expected to conform to the work schedule the student has submitted to the instructor. Because most center policies and licensing regulations state that individuals who are ill should not come to work for the health of all in the program, 3 absences due to illness per semester are allowed without penalty. The first three days of absence will be recorded for this purpose. Days missed after 3 will count against attendance credit. Students always have the right to discuss extenuating circumstances with the instructor and request make-up assignments. It is the instructor's prerogative to determine the reasonableness of the request and grant it or not. Attendance at practicum is required to receive credit for each course.

NOTE: Employers are very interested in a student's attendance and study habits because it reflects how he/she will perform on the job. Representatives from business and industry on the program's advisory committee have asked that an attendance policy be established to develop good work habits.

Tardies: Tardy means arriving late or leaving early from class. Accumulating three (3) tardies will equal one (1) absence. Three or more tardies will be subtracted from attendance points. Missing more than half a class will count as an absence.

Grading Policy

All practical and theoretical competencies must be evaluated by the instructor for each individual and the applicable degree of competency must be achieved in each course.

Grading Scale:

Letter Grade	Percent	Points
A	93-100	4.0
A-	90-92.9	3.7
B+	87-89.9	3.3
B	83-86.9	3.0
B-	80-82.9	2.7
C+	77-79.9	2.3
C	73-76.9	2.0
C-	70-72.9	1.7
D+	67-69.9	1.3
D	63-66.9	1.0
D-	60-62.9	0.7
F	Below 60	0.0

Program Information

1. Intermediate Technical classes are held Monday, Tuesday, Wednesday, and Thursday from 1:30 pm to 4:00 pm. A minimum of eighteen hours of on-the-job or assigned practicum placement in an early childhood care and education site is required each week. Associate Degree classes are held Monday and Tuesday from 5:30 – 7:30 or 8:30 pm each semester. AAS degree students must have access to a group of children. Basic Technical classes are online with occasional Zoom sessions on Wednesdays at 5:30 pm. Eight hours per week of work with young children in a group setting is required.
2. There are periodic workshops and other professional development projects during the year which may have different hours. Students will be notified in advance of workshops so that they may make the necessary arrangements for attendance, which is mandatory. Additional costs may be incurred by the student.
3. Stealing, Cheating, Dishonesty, and other violations of the student code of conduct will be handled on an individual basis.
4. Using, possessing, or being under the influence of illicit drugs or alcoholic beverages during school hours is prohibited.
5. The program has materials and equipment available for check out for use in early childhood classrooms. Students are encouraged to check out materials on a regular

basis. ALL MATERIALS CHECKED OUT TO STUDENTS ARE TO BE RETURNED TO THE PROGRAM IN GOOD CONDITION AND ARE CONSIDERED THE RESPONSIBILITY OF THE STUDENT UNTIL THE MATERIALS HAVE BEEN RETURNED TO INSTRUCTORS AND SIGNED IN BY THE STUDENT. Students will be responsible for replacing any materials that are not returned in a timely manner, are returned with missing pieces, or are damaged. If materials are not replaced, transcripts will be held until obligations are met.

6. Students are expected to be appropriate in their style of dress and general personal hygiene. No shirts with violent or scary graphics should be worn when working with children. Sweat/yoga pants are not considered professional attire and should not be worn to practicum sites.
7. Cell phone use will not be allowed during class time. If a student has a need to have his/her cell phone out during class for an emergency, etc., the student must speak with the instructor before class. A mid-class break will be provided, and phones may be used during this time. If the instructor sees the student using any technological device for non-class-related purposes, points will be deducted from the student's attendance grade.
8. A grade of "C" or better is required in each 100-level course as a prerequisite to the following courses each semester. All courses from the fall semester are prerequisites to the spring semester. Students must complete each ECCE course and English 1101 (1102) with a grade of "C" (73% or better) in order to continue in the program.

Course Assignments: ALL course assignments are due before class begins (i.e., finishing at your desk as assignments are being turned in is considered late) as scheduled on the course syllabus.

Assignments that are turned in one to six days late will be given a 20% deduction in points.

Assignments that are turned in one week late will be given a 50% deduction in points.

No assignments will be accepted after one week beyond the deadline unless there are extreme extenuating circumstances and arrangements have been made with the instructor.

Grades for Intermediate Technical Certificates:

- Course Attendance/Reading Assignments – 10%
- Course Assignments – 60%
- Tests and Quizzes – 10%
- Practicum – 20%

Grades for Associate of Applied Science degree courses and Basic Technical Certificate courses will be per course syllabus.

Books: Specified textbooks will be required during each class period. (See book and tool list, or syllabi). There is a minimal class fee for selected courses throughout the program.

Homework: You are expected to use outside time for study of subject matter for each course. Access to reliable internet, computer, and printer is required for all courses.

Quizzes and Tests

Tests will be given periodically throughout each session. Adequate advance notice will be provided.

Quizzes may be given at any time and without notice.

Practicum

- a. Conduct in the practicum site is to be professional at all times and in harmony with the NAEYC Code of Ethical Conduct. Inappropriate behavior can result in suspension from the program. All certificate students are required to participate in eighteen hours per week of supervised practicum training in a child care/education site. Credit for non-classroom practicum hours is limited to no more than 2 hours a week.
- b. Competencies related to NAEYC associate degree program standards are to be designated by the instructor and used as objectives for each course. Students will receive a practicum observation rubric outlining practicum competency for each course. Grades are based on instructors' on-site observations of students and site lead teacher/director student evaluations.
- c. Practicum placement will be made at the beginning of the fall semester. During the fall semester, all students may have experience with infants, toddlers, and preschool children. During the spring semester, students will choose, based on availability, the age group with whom they will spend the entire spring semester. Additionally, students will be required to observe different age groups and a variety of Early Childhood Programs.
- d. Attendance and tardiness policies for practicum are stated in the ECCE Student Handbook, page 5. Practicum time sheets are kept from Monday –Friday weekly and are due on the first class meeting of each week.
- e. Listed below are offenses for which one warning will be given. Subsequent offenses may be grounds for dismissal from the work/practicum site and the program.
 - Inability to perform job tasks
 - Violation of site personnel policies
 - Insubordination
 - Abusive or improper treatment of coworkers, including gossip (see NAEYC Code of Ethics)
 - Excessive absenteeism or tardiness as stated in the student handbook
 - Breach of confidentiality
- f. Neglect, verbal harassment, or physical abuse of any child will be grounds for dismissal from the work/practicum site and the program.

- g. Dismissal from a work/practicum site for other reasons may also result in dismissal from the Early Childhood Care & Education program.

Early Childhood Care & Education Associate Degree Students

All policies regarding attendance, assignments, grading, and general program information as outlined on pages 5-8 of this handbook apply. The following are specific to students working toward the Associate Degree in ECCE and taking CHLD 210, 215, 220 and 250.

All courses in the ECCE major must be completed with a grade of “C” or better. Students must maintain an overall 2.0 GPA in all other courses to graduate.

Classes meet in the evening (or on an individual basis for CHLD 250) and may be offered at distance sites or with a Zoom attendance option.

When enrolled in CHLD 210, students are expected to have access to or be employed by an ECCE program and be able to implement assignments in the setting.

Practicum Site Criteria for Early Childhood Care & Education Students

The following criteria are important components of the practicum or work experience for our students:

1. Practicum site programs and teachers hold current child care licenses from the appropriate licensing authority.
2. Program Director is a member of NAEYC and the Idaho STARS Professional Development System.
3. Cooperating Teacher is a member of NAEYC and the Idaho STARS Professional Development System, and holds, at a minimum, a current Child Development Associate credential (CDA) or an Intermediate Technical Certificate in Child Development or from an accredited college or university.
4. Program Director and Cooperating Teacher are willing to work collaboratively with the faculty from the ECCE program to strive to meet the NAEYC Early Childhood Accreditation standards in the classrooms where practicum students are placed.
5. Students receive a written job description for their position in the classroom, which will be shared with the ECCE faculty. To do a job well, one must know what the expectations are.
6. A developmentally appropriate class schedule is posted in cooperating classrooms.
7. Visible weekly lesson plans, which have been developed involving both cooperative teacher and practicum student, are posted. Lesson plans should reflect children’s

strengths, needs, and interests as documented through developmentally appropriate assessment.

8. In cooperating classrooms, students should be able to see the following:
 - Both indoor and outdoor play
 - Opportunities for individual play, small group play, and large group play
 - Both quiet and active times
 - Child-initiated and child-directed activities, as well as teacher-directed activities
 - Open-ended activities
9. Consistent classroom rules are implemented, and positive guidance techniques are modeled by all adults in the facility.
10. Student teachers will collaborate with cooperating teachers to implement activities and special projects during the first semester and two-week-long lesson plans the second semester. These plans will be assigned in advance and approved by the cooperating teacher and ECCE faculty before implementation and documentation of completion.
11. Practicum time sheets must be signed by the director/supervising teacher weekly, after the student has filled in hours and signed the timesheet.

Students may count no more than 2 hours of outside preparation or meeting time toward the minimum 18 weekly practicum hours. The main purpose of the practicum is to give students contact time with children and families.

Evacuation Procedures

Campus Emergency Services: (208) 282-2515

In an emergency in which Public Safety cannot be reached, dial 911.

Building Evacuation:

1. All building evacuations will occur when an alarm sounds and/or upon notification by Public Safety or Building Coordinator.
2. When the building evacuation alarm is activated during an emergency, leave by the nearest marked exit and alert others to do the same.
3. Remember that elevators are reserved for persons with disabilities. Never use an elevator in a fire or earthquake. Electric power is likely to fail in both cases, leaving you trapped.
4. Assist persons with disabilities in exiting the building. If necessary, two or three individuals may carry the persons with disabilities from the building if the person with disabilities cannot negotiate the stairs. Leave wheelchairs or other such equipment behind if they make movement of the persons with disabilities awkward, or ask another individual to carry the equipment separately.

5. If persons with disabilities cannot be transported from the building without using an elevator, assist persons with disabilities to the designated persons with disabilities rescue area on each floor of the building. Never use an elevator in a fire or earthquake. Be prepared to notify rescue personnel immediately upon their arrival of the location of any persons with disabilities in such rescue areas.
6. Once outside, proceed to the designated gathering point. This should be a clear area that is at least 500 feet or further, depending on the type of incident, away from the affected building. Stay there.
7. Keep streets, fire lanes, hydrant areas, and walkways clear for emergency vehicles and personnel. Know your area assembly points.
8. Immediately notify emergency personnel of any injured persons and individuals remaining in the affected building.
9. Do not return to any evacuated building unless told to do so by emergency personnel, building or University officials.

Campus Evacuation

- a. Evacuation of all or part of the campus grounds will be announced by Public Safety.

All persons (students and staff) are to vacate the site in question immediately and relocate to another part of the campus grounds as directed.

General Disclaimer

NOTE: Licensure, certification, and/or employment applications related to some degree programs require students to disclose any history of criminal prosecution, which may include the student's driving record. Students who have a criminal history are strongly encouraged to contact the licensing agency or meet with the coordinator of the program they are interested in, prior to beginning classes, to discuss potential impediments to licensure, certification, or employment.

Computer Misuse

Inappropriate use of the computer is considered computer misuse. All usage is to pertain to class instructional purposes. The supervisor of each lab will determine what is deemed "inappropriate use" for their particular lab. For specific computer lab policies, see the individual lab instructor. Inappropriate use may result in the denial of computer lab access at the College of Technology.

Paying Tuition

- All students who are enrolled in semester-based programs must pay their tuition and fees in full or enroll in a payment plan by the Friday before classes begin to avoid a \$50 late fee. For tuition payment information, log in to MyISU and go to the *Online Fee Payment* tile.
- Students who are enrolled only in the eight-week classes (early and late), must pay tuition by the first day of class.

NOTE: It is the individual student's responsibility, regardless of funding source, to see that their tuition is paid on time and that they are officially enrolled at ISU. Students who do not pay tuition prior to the deadline may be disenrolled.

[Student Responsibilities](#)

Financing Your Education

Students attending the ISU College of Technology can apply for federal financial aid by submitting a Free Application for Federal Student Aid (FAFSA) form each year they are enrolled at the University. FAFSA applications are available on the web at:

[FAFSA](#)

It is strongly recommended that students apply early. Keep the Financial Aid office notified of any changes in student status, such as address changes, marriage, etc.

NOTE: Students who leave school prior to successful completion may have to repay federal financial aid received. Call the ISU Financial Aid office immediately if you plan to withdraw from school, (208) 282-2756. The website for Financial Aid is:

[FINANCIAL AID](#)

Numerous scholarships are available to College of Technology students. The ISU Scholarship Department website lists those scholarships through the Bengal Online Scholarship System (BOSS).

The most common scholarships are the Associate Students of ISU (ASISU) Need and Scholastic awards. Funds for these scholarships come from a portion of the registration fees each student pays. Many scholarships are donated by business/industry, organizations, or individuals and have specific criteria which must be met.

[SCHOLARSHIPS](#)

Accommodations for Students with Disabilities

The University is committed to providing Reasonable Accommodations, modifications or academic adjustments for Qualified Students with Disabilities in accordance with federal, state, and local disability laws. Pursuant to these laws, no Qualified Student having a disability, or regarded as having a disability, shall unlawfully be denied access to or participation in any services, programs, or activities sponsored by or funded by ISU.

For more information on this policy, please visit:

[Accommodations for Students with Disabilities](#)

[Disability Services](#)

Appeals and Dismissals

A student may be dismissed from a College of Technology program if the student fails to meet the academic and/or nonacademic continuation standards of the program/department, including unprofessional/unethical behaviors and unsafe practices, or if the student is not making satisfactory progress in the program.

For more information on the Scholastic and Dismissal Appeals process, please visit:

[Appeals and Dismissals](#)

Student Conduct Rules and Regulations

The Student Code of Conduct articulates behavioral standards and procedural guidelines designed to empower ISU community members to live, work, study, recreate, and pursue their goals in a safe, secure, and inclusive environment. Adherence to and enforcement of the code promotes Student accountability, community integrity, and mission fulfillment.

Stealing, Cheating, Dishonesty, and other violations of the student code of conduct will be handled on an individual basis.

Using, possessing, or being under the influence of illicit drugs or alcoholic beverages during school hours is prohibited.

For more information on the Student Code of Conduct, please visit:

[Student Code of Conduct](#)

Academic Integrity and Dishonesty Policy

Policy Statement

Academic integrity is expected of all individuals in academe. Academic Dishonesty in any form is unacceptable.

- A. Academic Dishonesty, as defined above, includes, but is not limited to, Cheating and Plagiarism.
- B. This policy applies to all forms of University educational activities.
- C. Instructors are expected to include specific academic integrity and dishonesty guidelines in the course syllabus, specific to the course format and evaluation activities, as well as a link to this policy.
- D. Violations of academic integrity are subject to course-level penalties imposed by the Instructor and may also be subject to University-level penalties imposed by an Academic Dishonesty Panel.

For more information on the Academic Integrity and Dishonesty policy, please visit:

[Academic Integrity and Dishonesty](#)

Communicable Disease

Policy Statement

It is the policy of ISU to safeguard the welfare of Students, Faculty, Staff, and Campus Residents while maintaining the operations of the University in an effective and efficient manner in the event a member of the University community has a Communicable Disease.

ISU will address issues involving Communicable Diseases in a sensitive and responsible manner, with concern for the rights and welfare of Students, Faculty, and Staff. The confidentiality of information regarding any individuals with a Communicable Disease will be respected. All medical records and the patient information contained therein will be handled in accordance with applicable law, including the Health Insurance Portability and Accountability Act (HIPAA) and the Family Educational Rights and Privacy Act (FERPA). However, Idaho law requires medical care providers to notify public health officials of any disease on the Idaho Reportable Disease List as set forth in IDAPA 16.02.10. ISU will disclose sensitive medical information no further than is necessary to ensure the health and safety of all members of the ISU community, and in a manner consistent with applicable law.

ISU will not unlawfully discriminate in policy or practice, including admissions and employment policies, against individuals who have, or are considered to be at risk for, Communicable

Diseases. Discrimination against and/or harassment of Students, Faculty, or Staff may result in disciplinary action.

As long as evidence supports, with reasonable medical certainty, that a particular disease is not communicable by contact normally found in the workplace, classroom, or ISU-owned facility, the workplace, classroom, or ISU-owned facility will not be considered hazardous as a result of the presence of an affected Faculty member, Staff member, or Student.

For more information on the Communicable Disease policy, please visit:

[Communicable Disease](#)

Possession of Firearms

No person shall have in his or her possession any Firearms or Dangerous Weapons while on University property.

For more information on the Possession of Firearms policy, please visit:

[Possession of Firearms](#)

Sexual Harassment

Policy Statement

Idaho State University prohibits Sexual Harassment under Title IX in all programs and activities of the University. The University will act to remedy all forms of Title IX Sexual Harassment when reported, whether or not the Sexual Harassment rises to the level of creating a hostile environment. The University reserves the right to impose any level of sanction, ranging from a reprimand up to and including suspension or expulsion/termination of employment, for any offense under this policy. The Department of Education's Office for Civil Rights (OCR), the Equal Employment Opportunity Commission (EEOC), and the State of Idaho prohibit Title IX Sexual Harassment, which is a specific form of discriminatory harassment, as an unlawful discriminatory practice. The procedures in this policy may be applied to incidents, patterns, and/or the campus climate, all of which may be addressed and investigated in accordance with this policy.

For more information on the Sexual Harassment policy, please visit:

[Sexual Harassment](#)

Equal Opportunity, Anti-Harassment, and Non-Discrimination

Policy Statement

Idaho State University provides equal opportunity in education and employment and prohibits Discrimination, Harassment and Retaliation on the basis of any protected class, including race, color, religion, sex, pregnancy, sexual orientation, gender, gender identity, gender expression, age, national origin, ethnicity, physical or mental disability, protected veteran status, genetic information, or any other status protected under applicable federal, state, local law, or University policy. This includes protections for those participating in any grievance process on campus, with the Equal Employment Opportunity Commission, or other government agencies that investigate human and/or civil rights issues. The University adheres to all federal and state civil rights laws and regulations prohibiting Discrimination in public institutions of higher education.

The University is committed to maintaining a campus environment where all educational, employment, and access decisions are guided by bona fide occupational or educational criteria such as merit, performance, and qualifications. Every individual at the University is evaluated and supported based on legitimate factors that contribute to academic and institutional excellence. Consistent with this commitment, and in accordance with federal, state, and local laws and regulations, ISU affirms that sexual orientation and gender identity shall not influence decisions related to education, employment, or access to programs, facilities, or services, except where required by lawful or contractual obligations.

This policy applies to all members of the University community, including applicants, Students, Employees, volunteers, contractors, and visitors and is intended to comply with and be construed in accordance with all relevant federal and state civil rights laws, including, but not limited to, Title VI and VII of the Civil Rights Act of 1964, the Age Discrimination in Employment Act of 1967 (ADEA), the Americans with Disabilities Act of 1990 (ADA), Section 504 of the Rehabilitation Act of 1973, the Genetic Information Nondiscrimination Act of 2008 (GINA), the Vietnam Era Veterans' Readjustment Assistance Act (VEVRAA), the Uniformed Services Employment and Re-employment Rights Act of 1994, and corresponding state non-Discrimination statutes, including but not limited to the Idaho Human Rights Act (IHRA). When any alleged discriminatory behavior covered by this policy is brought to the attention of the University, it will be promptly and fairly addressed and remedied by the University according to the appropriate process.

For more information on the Equal Opportunity, Anti-Harassment, and Non-Discrimination policy, please visit:

[Equal Opportunity, Anti-Harassment, and Non-Discrimination](#)

Additional Policies

- [Satisfactory Academic Progress](#)
- [Student Complaints and Grievances](#)
- [Medical Withdrawals](#)
- [Academic Standing](#)
- [FERPA](#)

IV. College of Technology Resources and Services

Services for Students

Student Services

This office is located in two locations: the main floor of the Roy F. Christensen (RFC) Complex, room 101, and the William M. and Karin A. Eames Advanced Technical Education and Innovations (Eames) Complex, room 102. Student Services assists students with specific information about the programs at the College of Technology. Student Success Navigators are available to give students assistance with admissions, class and schedule advisement, academic resources, and specific information pertaining to a student's educational goals.

Hours are 7:30 am to 5:00 pm, Monday through Friday. Appointments can be made by calling (208) 282-2622. Appointments are recommended but are not required. Tours of the programs are available by appointment and can be set up by calling (208) 282-2800.

[Student Services](#)

Tutoring Assistance

Students who are experiencing difficulties with their program instruction or classroom assignments may receive assistance. The student's instructor should be contacted first, as many of the training programs have 'peer tutors' available who are familiar with the required curriculum and assignments.

NOTE: It is important to request assistance as EARLY in the semester as possible! At the point a student recognizes they are having difficulty, help should be sought immediately! Contact the TAP Center (Tutoring, Academic Support, Peer Mentoring), located in room 380 of the RFC Complex. Or telephone at (208) 282-3208 for an appointment to discuss specific tutoring needs.

[TAP Center](#)

Center for New Directions

Located within the RFC Complex on the third floor. The Center's telephone number is (208) 282-2454. Support programs are available at no cost for men and women who are interested in entering/re-entering the job market due to issues which might include: divorce, separation, death, or disability of a spouse. Services are available for job-seeking skills, career information,

self-esteem, self-confidence building, and personal counseling. The Center also provides a limited number of scholarships for single parents and for women and men interested in pursuing 'non-traditional' fields of training.

Message from the Center for New Directions

Success in this course depends heavily on your personal health and well-being. Recognize that stress is an expected part of the college experience, and it often can be compounded by unexpected setbacks or life changes outside the classroom. You are encouraged to reframe challenges as an unavoidable pathway to success. Reflect on your role in taking care of yourself throughout the term, before the demands of exams and projects reach their peak. You are encouraged to reach out to the center about any difficulty you may be having that may impact your performance in this course. If you are experiencing stress in other areas of your campus life, the center will help you get in contact with other resources on campus that stand ready to assist you. In addition to your student success navigator, you are encouraged to contact the many other support services on campus that are available.

Statement on Services

Students enrolled in Idaho State University College of Technology programs are eligible to receive free, confidential personal and career counseling from licensed professional counselors at the **Center for New Directions (CND)**. We offer individual counseling and Biofeedback. **Call (208) 282-2454**, Monday through Friday, from 8 am to 5 pm, to schedule an appointment or to speak immediately to a counselor if you are in a crisis.

[Center for New Directions](#)

ISU Counseling and Mental Health Center (CMHC) The university Counseling and Mental Health Center serves Idaho State University and its community with a dual mission. Our counseling services' mission is to support the academic, emotional, social, vocational, spiritual, cultural, and professional development of students and other members of the ISU community by offering counseling, outreach, consultation, training, and educational and health promotion services. Our testing services' mission is to initiate and provide a secure, professional, and proctored testing environment to meet individual, University, and community needs for admission, certification, licensure, correspondence, course placement, job placement, and academic course exams that adhere to the NCTA Professional Standards and Guidelines. Crisis intervention services are available Monday through Friday, from 8 am to 4 pm.

To establish services:

Please call (208) 282-2130, Monday through Friday, from 8 am to 4 pm.

[Counseling and Mental Health Center](#)

Traffic and Parking

NOTE: Please refer to the ISU Parking web address at:

[Parking & Transportation](#)

Every motor vehicle on the ISU campus must be registered through the Parking Portal. ISU has implemented License Plate Recognition (LPR) parking technology that uses special cameras mounted on patrol vehicles to scan license plates. To avoid citations, every permit holder must have at least one vehicle linked to their permit in the Parking Portal.

Cost:

- General Lot: \$192.00
- Reserved Lot: \$365.00

Students may park only in the area their parking permit designates. Students at the College of Technology may not park in the Cosmetology Patron parking spaces. The parking meters at the RFC Complex are reserved for visitors and new applicants inquiring about the school. Students are NOT PERMITTED to park in metered spaces. Students should be aware of the ISU towing policy. Any vehicle that has incurred outstanding fines of \$50 or more and has received a tow warning may be towed from campus at the owner's expense, even if legally parked.

Any traffic tickets resulting in fines owed to the University must be paid, or students' transcripts, certificates, and/or degrees will not be released upon completion of their training program. In addition, registration for the next term will not be permitted until the fines and other financial obligations are paid or proper arrangements are made by the student.

For more information on parking regulations, visit:

[Parking Regulations](#)

V. Idaho State University Resources and Services

Disability Services

Mission Statement

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

- Works collaboratively with University Partners to foster a welcoming, diverse, and inclusive University community.
- Collaborates with and empowers individuals who have documented disabilities by working together proactively to determine reasonable accommodation(s).
- Promotes a culture of self-advocacy, responsibility, and agency.
- Ensures compliance with the Americans with Disabilities Act Amendments Act (ADAAA) and other current legislation.
- Readily responds to grievances and advances inclusion through the removal of identified informational, physical, and/or attitudinal barriers.
- Advocates for Universal Design as a crucial framework to support the diverse needs of students, faculty, staff, and community members.
- Develops partnerships with external community members/groups to support the advancement of equity and inclusion at the local, state, and national levels.
- Provides institution-wide advisement, consultation, and training on disability-related topics, including but not limited to: legal and regulatory compliance and universal design.

Contact Information

Disability Services

Rendezvous Complex, Room 125

921 S 8th Ave, STOP 8121

Pocatello, ID 83209-8121

Phone: (208) 282-3599

Email: ada@isu.edu

[Disability Services](#)

Office of Equal Opportunity and Title IX

Mission

The Office of Equal Opportunity and Title IX upholds the university's commitment to integrity and accountability by ensuring compliance with federal and state nondiscrimination laws. We promote a learning and working environment free from unlawful discrimination, harassment, and retaliation. Through policy enforcement, education, and fair resolution processes, the office supports access to educational and employment opportunities that enhance the intellectual vigor, cultural vitality, and health of our university community.

Vision

We aim to cultivate awareness and understanding of equal opportunity principles so that every member of the university community contributes to an environment where learning and discovery can thrive.

Contact Information

Office of Equal Opportunity and Title IX

Administration Building
921 S 8th Ave, STOP 8310
Pocatello, ID 83209-8310
Phone: (208) 282-3964

[Office of Equal Opportunity and Title IX](#)

Additional Resources and Services

The following are Idaho State University resources and services to help our students succeed.

- [Career Center](#)
- [Commencement](#)
- [Health at ISU](#)
- [Student Resources](#)
- [Tutoring](#)

VI. Handbook Signature Form



**Idaho State
University**

**College of
Technology**

HANDBOOK SIGNATURE FORM

I acknowledge that I have received, read, and understand the Early Childhood Care & Education Handbook and understand the privileges and responsibilities of attending Idaho State University.

PRINTED NAME

DATE

SIGNATURE

BENGAL ID #

INSTRUCTOR SIGNATURE

VII. Media Release



**Idaho State
University**

**College of
Technology**

MEDIA RELEASE

Instructions: Please review and indicate your agreement to this Release by signing below.

I hereby grant permission to Idaho State University to use my name, image, voice, and likeness in all forms of physical and digital media for Idaho State University's educational, marketing, and promotional purposes in perpetuity. Idaho State University shall have the right to photograph, record, publish, republish, adapt, exhibit, perform, reproduce, edit, modify, make derivative works, distribute, display, or otherwise use or reuse my name, image, voice, and likeness in all markets, media, and technology now known or hereafter developed. Idaho State University may exercise any of these rights itself or through any assignees, licensees, or other parties, including other Universities.

I acknowledge that I will not be compensated for these uses and that Idaho State University exclusively owns all rights to the images, videos, recordings, and any derivative works created by Idaho State University or its employees. I waive the right to inspect or approve of these uses. I hereby release Idaho State University, its assignees, and its licensees from any claims that may arise from these uses, including, without limitation, claims of defamation, invasion of privacy, or copyright.

This Release is binding on me, my heirs, assigns, and estate. I understand Idaho State University is not obligated to use any of the rights granted under this Release.

FULL NAME (PRINTED)

SIGNATURE

ADDRESS (STREET)

CITY

STATE

ZIP

EMAIL ADDRESS

TELEPHONE NUMBER

DATE

VIII. Computer Usage Policy



**Idaho State
University**

**College of
Technology**

COMPUTER USAGE POLICY

Person(s) using any of the ISU computing resources for personal gain, violation of security/privacy, or who otherwise compromise the integrity of the hardware and/or software shall be prosecuted to the full extent of the law.

Legitimate use of a computer or computer network does not extend to whatever you are capable of doing with it. Although some rules are built into the system itself, these restrictions cannot completely limit what you can do and see. In any event, you are responsible for your actions, whether or not rules are built in, and whether or not you can circumvent them.

Inappropriate use of the computer is considered computer misuse. The supervisor of each lab will determine what is deemed "inappropriate use" for their particular lab. For specific computer lab policies, see individual lab instructors. Inappropriate use may result in the denial of computer lab access at the College of Technology.

The misuse of this computing account, or the use of an account belonging to another, may result in the loss of your computer privileges. Where computing is required to complete coursework, this may effectively require transfer to a non-computer-related program and/or hinder your pursuit of a degree. Examples of misuse are: sharing your personal account with another individual, using unauthorized passwords, using it for financial gain or business purposes, sending offensive electronic mail or internet correspondence, chain letter, or other such correspondence, unauthorized transfer of computer programs or data, attempts to circumvent established procedures, computer security breach, or attempts to break security.

I have read the entire student computing contract. I acknowledge and agree to use the ISU computing resources solely for university instructional, administrative, or research activities in accordance with the above policy. I further acknowledge that any abuse of the above privilege may result in the loss of computing privileges, whether or not such privileges are necessary for continued enrollment in my present course of study.

PRINTED NAME

DATE

SIGNATURE

BENGAL ID #