ENVIRONMENTAL EDUCATION AND SCIENCE COMMUNICATION ACADEMIC GRADUATE CERTIFICATE

All required coursework must be completed with a grade of 'B' or better (https://catalog.uidaho.edu/colleges-related-units/education-health-human-sciences/leadership-counseling/human-resource-development-graduate-academic-certificate/general-requirements-academic-procedures/o-miscellaneous/)).

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<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>NRS 562</td>
<td>Field Science Teaching</td>
<td>2</td>
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**Fall Content Block**

Select two of the following courses: 6-8

- NRS 560  Place-based Ecology I
- NRS 563  Place Based Env. Education
- NRS 575  Leadership for the Environmental Educator

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<tr>
<td>NRS 564</td>
<td>Teaching Environmental Education in a Winter Environment</td>
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**Spring Content Block**

- NRS 565  Science Communication and the Environment 4
  or NRS 566  Place-based Ecology II

**Teaching Practicum Block**

- NRS 567  Environmental Education Teaching Practicum I 2
- NRS 568  Environmental Education Teaching Practicum II 2

**Research Block**

Select 2 credits of the following: 2

- NRS 500  Master's Research and Thesis 1
- NRS 502  Directed Study
- NRS 600  Doctoral Research and Dissertation 2

**Total Hours** 20-22

1. Students will critically analyze information and demonstrate the ability to effectively communicate science through a variety of media and with a diversity of audiences, understand its ethics, and identify its roles in the formulation of individual and public decisions.

2. Students will develop knowledge in ecology, science communication, leadership, and place-based education. Students will apply this knowledge in disciplinary specialization and will create a final portfolio that demonstrates how they integrate knowledge across disciplines.

3. Students will demonstrate a basic understanding of local ecology and socio-ecological issues.

4. Students will acquire, articulate, create, and convey intended meaning using verbal and non-verbal methods of communication that demonstrate respect and understanding in a complex society, with particular emphasis on the role that communication plays in science, leadership, and education to address and communicate socio-ecological issues, environmental issues, and issues of social justice.

5. Students will demonstrate an ability to plan and deliver inclusive, student-centered, inquiry-based, place-based instruction.

6. Students will apply principles of ethical leadership, collaborative engagement, socially responsible behavior, respect for diversity in an interdependent world, and a service-oriented commitment to advance and sustain local and global communities.

7. Students will create and evaluate a project that addresses a "real world" challenge.