University of Maryland PCC
Program/Curriculum/Unit Proposal

Program: Agricultural and Extension Education (within the Agricultural Science and Technology major)

Department/Unit: Plant Science and Landscape Architecture/TLREC

College/School: AGNR/COE

Proposal Contact Person (with email): Melissa Welsh drmwelsh@umd.edu

Type of Action (check one):
☒ Curriculum change (includes modifying minors, concentrations/specializations and creating informal specializations)
☐ Curriculum change is for an LEP Program
☐ Rename a program or formal Area of Concentration
☐ Establish/Discontinue a formal Area of Concentration
☐ Other:
☐ Establish a new academic degree/certificate program
☐ Create an online version of an existing program
☐ Establish a new minor
☐ Suspend/Discontinue a degree/certificate program
☐ Establish a new Master or Certificate of Professional Studies program
☐ New Professional Studies program will be administered by Office of Extended Studies

Italics indicate that the proposal must be presented to the full University Senate for consideration.

Approval Signatures - Please print name, sign, and date. For proposals requiring multiple unit approvals, please use additional cover sheet(s).

1. Department Committee Chair
   John F. O'Flahavan
   [Signature]
   9-16-2019

2. Department Chair
   Francis Hudson
   [Signature]
   9-19-19

3. College/School PCC Chair
   John F. O'Flahavan
   [Signature]
   9-26-2019

4. Dean
   Jennifer Rui
   [Signature]
   10/15/19

5. Dean of the Graduate School (if required)

6. Chair, Senate PCC

7. University Senate Chair (if required)

8. Senior Vice President and Provost

Instructions:
When approved by the dean of the college or school, please send the proposal and signed form to the Office of the Associate Provost for Academic Planning and Programs, 1119 Main Administration Building, Campus-5031, and email the proposal document as an MSWord attachment to pcc-submissions@umd.edu.

Summary of Proposed Action (use additional sheet if necessary):
This proposal updates an existing agreement between AGNR and COE to offer options for certification in Agricultural Education.

Utilizing the new specialization in Agricultural and Extension Education under Agricultural Science and Technology, the students in the dual major between Agricultural Science and Technology and Secondary Sciences Education within the Terrapin Teacher Program can apply to continue into a 1 year Masters program through COE’s IMCP. This proposal reflects the revised course work from CORE to Gen Ed, revising Agricultural and Education courses and modifications to the updated MCERT program.

Unit Code(s) (to be entered by the Office of Academic Planning and Programs):
In order to complete this form, you will need to copy this template to your own document, then complete, print, and submit this proposal with the [PCC Cover Sheet](#).

**Program: Agricultural Science & Technology**

**Date of Proposal: 3/8/2019**

**Start Term for New Version of Program: Spring 2020**

This template is to be used for one of the following kinds of program modifications: (a) modifying current requirements; (b) adding, modifying or discontinuing a concentration or specialization, or (c) changing the term structure of the program. See the [PCC Instructions](#) page for other modification templates. Enter information in the space provided below each prompt (note that Prompts 1 & 2 will provide essential contextual information for the reviewers). Please feel free to add additional information at the end of this document or in a separate appendix.

1. **Current Catalog Description of Program. Include any special admissions information.**

   The current path for students pursuing Agricultural Education is either a:
   - **Bachelor's in Agricultural Science & Technology: Agronomy specialization plus a Secondary Science Education degree**; OR
   - **Bachelor's in Agricultural Science & Technology: Agronomy specialization plus M.Ed. in Curriculum and Instruction**

   In order to recognize the specialized path that students interested in Agricultural & Extension Education take, as well as update the coursework for students to be successful in this field; we are proposing to add a new specialization in Agricultural and Extension Education. Currently, students interested in Agricultural Education are coded under the Agronomy specialization. This proposal will address the Integrated Masters option 3.

   - **Major: Agricultural Science & Technology**
     - Specialization: Agronomy [approved 2015-2016]
     - Specialization: Environmental Horticulture [approved 2015-2016]
     - Proposed Specialization: Agricultural & Extension Education
       - Option 1: Teaching Certificate (see ___________________proposal)
       - Option 2: Extension/Industry (no teacher certification)
       - **Option 3: Integrated Masters**

   The specialization in Agricultural & Extension Education would streamline the coursework to reflect students’ knowledge base in Agricultural & Extension Education and not solely in Agronomy. Additionally, the program would be aligned with the changes with the education certification specifically within the Terrapin Teachers program. The proposed path will lead students to earn a B.S. Agricultural Science & Technology: Agricultural and Extension Education and a Master's in Curriculum and Instruction.
2. Current Requirements for Program. Include all course requirements for program.

- Bachelor’s in Agricultural Science & Technology: Agronomy specialization and Master’s in Curriculum and Instruction

Apr. 4, 2008
COLLEGE OF AGRICULTURE AND NATURAL RESOURCES & COLLEGE OF EDUCATION
DEPARTMENT OF CURRICULUM & INSTRUCTION
Proposals for Agriculture / Science Education Teacher Preparation Programs

Introduction

The need for agriculture teachers in Maryland is growing. According to the President of the Board of Directors of the Maryland Agricultural Education Foundation, “One-third of the State’s agriculture teachers are eligible to retire. Another third of the teachers have fewer than five years teaching experience, a period when many young teachers drop out of education. Having an Agriculture Education program at UM will increase the interest of potential educators within Maryland, help to retain our home-grown talent and fill a growing need for Agriculture teachers.”

Based on these considerations, the College of Agriculture and Natural Resources has worked with the College of Education to develop a program to prepare students for teaching careers. To this end, we propose that the Agricultural Sciences and Technology major be combined with a major in science education. Two options are proposed:

(1) Four-Year Double Major in Agricultural Sciences and Technology and Secondary Education-Science, and
(2) Five Year-Integrated Program, with a Bachelor’s Degree in Agricultural Sciences and Technology and Master’s in Curriculum and Instruction.

Both of these tracks will lead to teacher certification in Agriculture Education (grades 7-12). This proposal addresses (2), the five year integrated program.

FIVE-YEAR INTEGRATED PROGRAM, WITH A BACHELOR’S DEGREE IN AGRICULTURAL SCIENCES AND TECHNOLOGY AND MASTER’S IN CURRICULUM AND INSTRUCTION

The five-year integrated program consists of:
60-61 credits in Science/Agriculture-Related Courses
12 credits in Education
24 CORE General Education (excludes Adv Studies & double-counted courses for major)
23-24 Elective Credits
120 Total Credits
+30 credit Master’s Program in Curriculum & Instruction

I. 60-61 Credits in Science/Agriculture-Related Courses: Pre-Professional / Subject Area Courses

ANSC 101/103: Principles of Animal Science and Lab (2/1)
ANSC 240: Dairy Cattle Management or ANSC 220 Livestock Management (3)
ANSC 340: Health Management of Animal Populations or AREC Restricted Elective (3)
ANSC Restricted Elective (3) ANSC/PLSC/LARC Restricted Elective (3)
Total Credits: 15 credits

AREC 250: Elements of Agricultural and Resource Economics (3)
Total Credits: 3 credits
BSCI 105: Principles of Biology I (4)
BSCI 106: Principles of Biology II (4)
Entomology Requirement (3)
Total Credits: 11 credits

CHEM 131/132: Chemistry I and General Chemistry I Lab (3/1)
CHEM 104: Fundamentals of Organic and Biochemistry (4)
Total Credits: 8 credits

ENBE 200: Fundamentals of Agricultural Mechanics (3)
Total Credits: 3 credits

ENST 200: Fundamentals of Soil Science (4)
Total Credits: 4 credits

PLSC 101: Introductory Crop Science (4)
PLSC 420: Plant Pathology or AREC Restricted Elective (4/3)
PLSC 460: Application of Knowledge in Plant Sciences (3)
PLSC 453: Weed Science (3)
PLSC Restricted Elective (3)
Total Credits: 16-17 credits

II. 12 Credits in Education (completed at bachelor's level)

1) Pre-Professional Education Courses (9 credits)
EDCI 488L/697 - Embracing Diversity in Classroom Communities (3)
EDHD 413 - Adolescent Development (3)
EDCI 463/661 - Reading in the Secondary School (3)

2) Professional Education Requirements (3 credits)
a) PROFESSIONAL COURSES:
EDCI 411 – Knowledge, Reasoning, and Learning in Science (3) OR
EDCI 680 – Teaching and Learning in Secondary Schools (3)

III. 24 CORE Liberal Arts and Studies Requirements

CORE General Education (24 credits)
(46 credits – less Advanced Studies and 16 credits double-count for CORE Diversity,
HO, SB, & Math/Science categories = 24 credits)
1) Fundamental Studies
• ENGL 101 or equivalent (3 credits)
• Math 113 Fundamental Studies (3 credits)
• ENGL 391 or 393 (3 credits)
2) Distributive Studies
• Literature, Arts, and Humanities (9 credits)
  (includes EDPS 210 HO double-count)
• Mathematics and Sciences (10 credits)
  (double-counted with major requirements)
• Social and Behavioral Sciences (9 credits)
  (includes AREC 250 SB double-count)
3) Advanced Studies
Not Applicable (not required for double majors)
4) Diversity Requirement
3 credits (to be double-counted with CORE Distributive Studies)

IV. Elective Credit: approximately 23-24 credits
V. Master’s Portion of Five-Year Integrated Program (30 credits)

Fall:
EDCI 788V: Content Area Methods II: Science- (3)
EDCI 763: Reading, Cognition, & Instruction- Reading in the Content Areas- (3)
EDCI 611: Studying Student Learning in Diverse Settings- (3)
EDCI 688: Internship Practicum- (⅔ time placement) (3)

Spring:
EDCI 670: Trends in School Curriculum, Science (3)
EDCI 696: Conducting Research on Teaching - (3)
EDCI 689: Internship (⅔ time placement (6)

Summer:
EDCI 784- Teaching, Professional Development and Social Change (3)
EDCI 689: Internship (3)

NOTE: Students apply for admission to the Integrated Master’s Program in Curriculum and Instruction during the Junior year of the five-year program. Detailed information regarding the admission process is available in the Department of Curriculum and Instruction.
### Agricultural Sciences and Technology and Secondary Education: Science Education 5 Year Integrated Program Sample 5-Year Plan

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Fall</th>
<th>Cr</th>
<th>Spring</th>
<th>Cr</th>
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<tbody>
<tr>
<td></td>
<td>CHEM 131/132 Chemistry I and General Chemistry I Lab</td>
<td>3/1</td>
<td>CHEM 104 Fundamentals of Organic and Biochemistry</td>
<td>4</td>
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<td></td>
<td>PLSC 101 Introductory Crop Science</td>
<td>4</td>
<td>CORE (HA)</td>
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<td>MATH 113 - CORE College Algebra and Applications</td>
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<td>Elective</td>
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<td></td>
<td>ANSC 101/103 Principles of Animal Science and Lab</td>
<td>2/1</td>
<td>BSCI 106 Principles of Biology II</td>
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<td></td>
<td>ENGL 101 Intro. to Writing-CORE</td>
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<table>
<thead>
<tr>
<th>Year 2</th>
<th>Fall</th>
<th>Cr</th>
<th>Spring</th>
<th>Cr</th>
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<tbody>
<tr>
<td></td>
<td>BSCI 105 Principles of Biology I</td>
<td>4</td>
<td>AREC 250 (SB) Elements of Agricultural &amp; Resource Economics</td>
<td>3</td>
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<tr>
<td></td>
<td>ENBE 200 Fundamentals of Agricultural Mechanics</td>
<td>3</td>
<td>NRSC 200 Fundamentals of Soil Science</td>
<td>4</td>
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<td></td>
<td>ANSC 240(^a) Dairy Cattle Management</td>
<td>3</td>
<td>PLSC Restricted Elective(^b)</td>
<td>3</td>
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<td></td>
<td>CORE (HO)</td>
<td>3</td>
<td>CORE SB</td>
<td>3</td>
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<td>CORE SH</td>
<td>3</td>
<td>Entomology(^c) BSCI 120</td>
<td>3</td>
</tr>
</tbody>
</table>

\(^a\)Can be replaced by ANSC 220 and taken in the fall of year 4.

\(^b\)Restricted Electives are restricted to classes with the designated prefix.

\(^c\)The entomology requirement can be met by taking BSCI 120 (Insects), BSCI 337 (Biology of Insects), or BSCI 497 (Insect Pests of Ornamentals and Turf).
3. Description and Rationale for Modifications. Be sure to specify whether modifications apply to the entire program or to a particular specialization, concentration, or offering (e.g., online offering) of the program.

The University of Maryland, an 1862 land-grant institution, previously offered an Agricultural and Extension Education major until 1996. A result of the John Morrill act of 1862, an agricultural education program has historically been a focal program of land grant colleges' curricula and continues at many today. The UMD Agricultural and Extension Education program succumbed to budget restraints, faculty retirements and low enrollments in the mid 90's. In 2008, the building pressures of retiring high school Ag teachers and a surge in agricultural literacy support across the state spurred the College of Agricultural and Natural Resources to open a double degree 4-year program and an integrated 5-year master's program with the College of Education. The double degree program consisted of a B.S. in Agricultural Science in Technology and a certification in Secondary Education. The students enrolled in courses previously available within both colleges. The students completed their student teaching/internship within science based cohorts and at specially selected Agricultural...
classrooms separate from the UMD Professional Development School model when possible (Professional Developmental schools do not currently have comprehensive agricultural education courses/instructors).

**Rationale for Curriculum Modifications**

The American Association for Agricultural Education (AAAE) National Research Agenda research priority number five supports the critical need to continually review and modify agricultural teacher education programs to prepare the future workforce. More specifically, AAAE published the Standards for School-Based Agricultural Education Teacher Preparation Programs to service as a guide for developing high quality agricultural educators. Standards include: pedagogical content knowledge, technical content knowledge, program planning, diversity, professionalism and personal dispositions. The modifications of agricultural courses outlined within this proposal will provide broader content knowledge and application of knowledge within various fields of agriculture while preparing students for each content segment of assessments in agricultural education for teacher certification such as in the PRAXIS.

In the Fall of 2015, the Department of Teaching and Learning, Policy and Leadership made curriculum changes to the Bachelor of Science Secondary Education Science and Mathematics Areas of Concentration as part of the UMD’s transition to Terrapin Teachers (UTeach replication). As noted in [PCC 15002](#), substantial updates were made to the secondary education certification programs in mathematics and science. Agricultural education certification as a STEM career field is designated within this Terrapin Teachers program. The modifications within Agricultural education courses reflect the changes within the program to better prepare STEM students focused within agricultural education.

**Modifications**

This proposal updates course names and numbers, modifies agricultural coursework to broaden content knowledge and aligns educational courses within the Terrapin Teachers program. The proposed changes to the new specialization under Agricultural Sciences and Technology in Agricultural and Extension Education include 3 sections: Agricultural Sciences (College of Agriculture and Natural Resources), Education for teacher certification (College of Education), and General Education.

The broadening of agricultural sciences course options to include:

- An applied agricultural chemistry course (PLSC 275 Fundamentals of Agricultural Chemistry), an intro horticulture course (PLSC 100 Intro to Horticulture), an equine option (ANSC 232 Horse Management), an aquaculture course option (ANSC 255 Intro to Aquaculture),
- Comprehensive and systems approach agriculture courses (ANSC 227 Eating with Eyes Wide Open & AREC 306 Farm Management and Sustainable Food Production),
- Agricultural Extension/leadership/business/ working within the public media (AGST440/ 640 Exploring Maryland Agriculture, Agricultural Industries & Agricultural Literacy)
- Agricultural engineering/ power/structural and technical systems (PLSC 235 Irrigation & Drainage, Renewable Energy elective option)
- Environmental and Natural Resources (PLSC 471 Forest Ecology)
- Food sciences biotechnology systems (NFSC 112 Food Science & Technology and PLSC 115 How Safe is your Salad? The microbiological safety of fresh produce)
- Youth Leadership & Career Development (AGST 442/642 Developing Leadership in Youth and Volunteers)
- Additional courses within the Extension/Industry option: BSCI 121 Beekeeping*, AGST 489 Internship*
Changes within the education for teacher certification within the IMCP/MCERT program include (See PCC 18010 or ______________ COE for full details):

- The replacement of one of the reading course requirements, EDCI 463 Reading in the Secondary School (3 credits- which is no longer required for MD teacher certification), with the TLPL 101 (1 credit) and TLPL 102 (2 credits) as introductory teaching experiences in STEM.
- The course EDCI 411 Knowledge, Reasoning, and Learning in Science (3 credits) was replaced with TLPL 488P Project-Based Instruction (3 credits) now TLPL 401 Student-Centered Curriculum and Instruction (3).
- The 3 credit Adolescent Development EDHD 413 course was replaced with EDCI 488M Knowing and Learning now TLPL 414 Knowing and Learning in Mathematics and Science.
- The course EDCI 675 Specialization Instruction Methods II(3) was replaced with TLPL 626 Learning to Teach and Learn Science (3).
- The course EDCI 611 Studying Student Learning in Diverse Settings (3) was replaced with EDSP 603b Embracing Diversity: Teaching Exceptional Learners now EDSP 603b Building Social, Historical, and Cultural Competence: Teaching Students with Disabilities and Gifted Learners in Secondary Classrooms
- The course EDCI 688 Internship Practicum (3) and EDCI 689 Internship (9) was replaced with TLPL 689 Teaching Internship (4 Fall term, 6 Spring term, Summer 1).
- The course EDCI 696: Conducting Research on Teaching (3) was replaced with TLPL 698 Conducting Research on Teaching (2 credits Fall, 1 credit Spring).
- The course EDCI 763: Reading, Cognition, & Instruction-Reading in the Content Areas (3) was replaced with Professional Seminar TLPL 678 (1 credit Fall, 2 credits Spring).
- The course EDCI 670 Trends in School Curriculum (3), Science was replaced with TLPL 638 Embracing Diversity: Teaching English Language Learners (3) now TLPL 638 Building Social, Historical, and Cultural Competence: Teaching Culturally and Linguistically Diverse learners in Secondary Classrooms.
- The Digital Learning Tools and Communities TLPL 618 (1) course was added to achieve a total of 30 master’s credits.
- The course EDCI 475/TLPL 481 Embracing Diversity in Classroom Communities was replaced with TLPL 628 Building Social, Historical, and Cultural Competence: Critical Foundations of Schooling and Education.

A new faculty member was hired in the Department of Plant Science and Landscape Architecture (PSLA) in 2018 as an Assistant Clinical Professor of Agricultural Education with previous experience facilitating student teaching/internships. PSLA faculty with training in Agricultural and Extension Education will provide instructional support in the current TLPL 401 Student-Centered Curriculum and Instruction (teaching methods course 1), and TLPL 626 Specialized Instruction Methods 2 [until a larger enrollment of students warrant the creation of a separate section for only Agricultural and Extension Education]. Sections specific to agricultural and extension education students will be created within TLPL 689 Teaching Internship and Professional Seminar TLPL 678. These courses’ Agricultural and Extension Education sections will be facilitated by the PSLA faculty with training in Agricultural and Extension Education, aligned with the MCERT model and using the course objectives as outlined by the College of Education in each approved course.

Lastly, modifications to update from the CORE coursework to the General Education coursework also reflects the adjustments necessary to include courses with general education designation as well as foundational courses for the Agricultural and Extension Education specialization.

4. New course requirements. For curriculum changes, the clearest way to present curriculum change is to use a two-column table, with the old curriculum in the left column and the new curriculum in the right. For example:
## 2018-2019 PCC Program Modification Proposal

### Current Curriculum (Credits) | Proposed Curriculum (Credits)
--- | ---
COUR 100 Course Title A (3) | COUR 100 Course Title A (3)
COUR 200 Course Title B (3) | COUR 200 Course Title B (3) Removed
COUR 201 Course Title C (3) New |
COUR 400 Course Title D (3) | COUR 400 Course Title D (3)

Total Credits: ## | Total Credits: ##

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Start by using the table provided in the space below, or add your own table as an appendix. For a new concentration or specialization, add the requirements in lieu of the table. For a new term structure offering of the program, indicate the courses that will be offered through the new option only if they differ from the requirements or offerings in the existing program.

### Current Curriculum (Credits) | Proposed Curriculum (Credits)
--- | ---
CHEM 131/132: Chemistry I and General Chemistry I Lab (3/1) | CHEM131 Chemistry I - Fundamentals of General Chemistry (3) CHEM132 General Chemistry I Laboratory (1) [DSNL]
PLSC 101: Introductory Crop Science (4) | PLSC 100 Introduction to Horticulture (4) or PLSC 101 Introductory Crop Science (4) [DSNL]
ENST 200: Fundamentals of Soil Science (4) | ENST 200 Fundamentals of Soil Science (4) [DSNL]
PLSC 453: Weed Science (3) | PLSC 453 Weed Science (3)
Entomology Requirement (3) | BSCI 337 Biology of Insects (4) or BSCI 497 Insect Pests of Ornamentals & Turf (4)
PLSC 420: Plant Pathology or AREC Restricted Elective (4/3) | PLSC 420: Principles of Plant Pathology (4) AREC Restricted Elective -Delete
BSCI 106: Principles of Biology I (4) | BSCI160 Principles of Ecology Evolution (3) BSCI161 Principles of Ecology & Evolution Lab (1) [DSNL or DSNS]
ENBE 200: Fundamentals of Agricultural Mechanics (3) | INAG 250 Fundamentals of Agricultural Mechanics (3)
ANSC 240: Dairy Cattle Management or ANSC 220 Livestock Management (3) | ANSC 220 Livestock Management (3)
Or
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title and Details</th>
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<tbody>
<tr>
<td>ANSC 242</td>
<td>Dairy Cattle Management (3) or ANSC232: Horse Management (3)</td>
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<tr>
<td>CHEM 104</td>
<td>Fundamentals of Organic and Biochemistry (4)</td>
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<tr>
<td>PLSC 275</td>
<td>Fundamentals of Agricultural Chemistry (3)</td>
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<tr>
<td>or</td>
<td>CHEM231 Organic Chemistry I (3)</td>
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<td>or</td>
<td>CHEM232 Organic Chemistry Laboratory I (1)</td>
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<td>BSCI 105</td>
<td>Principles of Biology II (4)</td>
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<td>BSCI 105 Principles of Bio II was updated to BSCI 170 Principles of Molecular &amp; Cellular Biology &amp; 171 Lab replace with: PLSC 201: Plant Structure and Function (4)</td>
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<td>ANSC 340</td>
<td>Health Management of Animal Populations or AREC Restricted Elective (3)</td>
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<td>ANSC 340 Health Management of Animal Pop or AREC Restricted Elective (3) replace with: ANSC 227 Eating with Eyes Wide Open (3) [DSNS,SCIS]</td>
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<td>AREC 250</td>
<td>Elements of Agricultural and Resource Economics (3)</td>
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<td>AREC 250: Elements of Agricultural and Resource Economics (3)</td>
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<tr>
<td>or</td>
<td>AREC 306 : Farm Management and Sustainable Food Production (3) [DSSP]</td>
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<tr>
<td>ANSC Restricted Elective (3)</td>
<td>ANSC Restricted Elective (3) replace with: AGST 442/642 Developing Leadership in Youth and Volunteers (3) [OC] [Working title] New Course</td>
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<td>PLSC Restricted Elective (3)</td>
<td>PLSC Restricted Elective (3) replace with: PLSC 235 Irrigation and Drainage (3)</td>
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<td>ANSC/PLSC/LARC Restricted Elective (3)</td>
<td>ANSC/PLSC/LARC Restricted Elective (3) replace with: AREC/PLSC/LARC Restricted Elective (3)</td>
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<td>ANSC/PLSC/LARC Restricted Elective (3)</td>
<td>ANSC/PLSC/LARC Restricted Elective (3) replace with: AREC/PLSC/LARC Restricted Elective (3)</td>
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<tr>
<td>PLSC 460</td>
<td>Application of Knowledge in Plant Sciences (3)</td>
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<tr>
<td>PLSC 460: Application of Knowledge in Plant Sciences (3) replace with: AGST 440/640 Exploring Maryland Agriculture, Agricultural Industries &amp; Agricultural Literacy [CC] [Working title] New Course</td>
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<tr>
<td>PLSC 471</td>
<td>Forest Ecology (3)</td>
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<td>Elective focused on Renewable Energy (3)</td>
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<tr>
<td>NFSC 112</td>
<td>Food Science and Technology (3) [DSNS]</td>
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<tr>
<td>ANSC 255</td>
<td>Introduction to Aquaculture (3) [DSSP]</td>
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<tr>
<td>BSCI 121</td>
<td>Beekeeping (2) [NEW]</td>
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<tr>
<td>INAG 252</td>
<td>Agricultural Public Relations (3) [NEW]</td>
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<tr>
<td>EDCI 463</td>
<td>Reading in the Secondary School (3)</td>
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<tr>
<td>EDCI 411</td>
<td>Knowledge, Reasoning, and Learning in Science (3)</td>
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<tr>
<td>EDHD 426</td>
<td>Cognition and Motivation in Reading: Reading in Content Areas I (3)</td>
</tr>
<tr>
<td>EDCI 475/TLPL 481</td>
<td>Embracing Diversity in the Classroom Community</td>
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<tr>
<td>EDCI 675</td>
<td>Specialization Instructional Method II (3)</td>
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<tr>
<td>EDCI 611</td>
<td>Studying Student Learning in Diverse Settings (3)</td>
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<td>Course</td>
<td>Replacement</td>
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<tr>
<td>EDCI 688– Internship Practicum (3) &amp; EDCI 689 Internship (9)</td>
<td>EDCI 688– Internship Practicum (3) &amp; EDCI 689 Internship (9) replace with: TLPL 689 Teaching Internship (3 credits Fall, 5 credits Spring).</td>
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<tr>
<td>EDCI 696- Conducting Research on Teaching (3)</td>
<td>EDCI 696- Conducting Research on Teaching (3) replace with: TLPL 698 Conducting Research on Teaching (2 credits Fall, 1 credit Spring).</td>
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<td>EDCI 763 - Reading, Cognition, &amp; Instruction-Reading in the Content Areas (3)</td>
<td>EDCI 763 Reading, Cognition &amp; Instruction-Reading in the Content Areas (3) replace with: TLPL 678 Professional Seminar (1 credit Fall, 2 credit Spring).</td>
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<td>EDCI 784- Teaching, Professional Development and Social Change (3)</td>
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<td>EDCI 670 Trends in School Curriculum (3)</td>
<td>EDCI 670 Trends in School Curriculum (3) replace with: TLPL 638 Building Social, Historical, and Cultural Competence: Teaching Culturally and Linguistically Diverse Learners in Secondary Classrooms (3)</td>
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<tr>
<td>Add TLPL 618 The Digital Learning Tools and Communities (1)</td>
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**Fundamental Studies**

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<th>Course</th>
<th>Replacement</th>
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<tbody>
<tr>
<td>ENGL 101 or equivalent (3 credits)</td>
<td>ENGL 101 Academic Writing (3) AW</td>
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<tr>
<td>Math 113 Fundamental Studies (3 credits)</td>
<td>MATH 113 College Algebra and Trigonometry (3) [MA]</td>
</tr>
<tr>
<td>ENGL 391 or 393 (3 credits)</td>
<td>ENGL 391 Advanced Composition, ENGL 393 Technical Writing, ENGL 394 Business Writing, or ENGL 398V Writing about the Environment[PW]</td>
</tr>
<tr>
<td>Mathematics and Sciences (10 credits)</td>
<td>Gen Ed (3) (OC)</td>
</tr>
<tr>
<td>(double-counted with major requirements)</td>
<td>Gen Ed (3) (AR)</td>
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</tbody>
</table>

**Distributive Studies**

<table>
<thead>
<tr>
<th>Course</th>
<th>Replacement</th>
</tr>
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<tbody>
<tr>
<td>Literature, Arts, and Humanities (9 credits) (includes EDPS 210 HO double-count)</td>
<td>Gen Ed (3) [HU]</td>
</tr>
<tr>
<td>Social and Behavioral Sciences (9 credits) (includes AREC 250 SB double-count)</td>
<td>I-Series [options included in coursework]</td>
</tr>
</tbody>
</table>

**Diversity**

<table>
<thead>
<tr>
<th>Course</th>
<th>Replacement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diversity Requirement</td>
<td>Gen Ed (3) [UP]</td>
</tr>
</tbody>
</table>
3 credits (to be double-counted with CORE Distributive Studies)

5. Use the space below for any additional comments on the courses or other requirements selected for the revised curriculum. Typical comments may be clarifications of why certain courses are being replaced or added.

1. Course name and or number updated to reflect current course offered in catalog
2. Additional course option under major requirements
3. Agricultural Science and Technology major previously changed/substituted this course
4. Addition of course options due to Food Science objectives for teacher certification exam
5. Addition of course due to leadership and career development for teacher certification exam

6. Sample plan. Provide a term by term sample plan that shows how a hypothetical student would progress through the program to completion. For undergraduate programs, this should be the four-year plan.

- See Appendix A: 4 year plan Agricultural & Extension Education, option teacher certification.

7. For new or modified courses, please provide the course catalog information (credits, description, prerequisites, etc.). Suffix "Selected" or "Special" topics courses should be avoided. If suffixed - Selected or Special Topics courses are offered regularly in the new program, you should make the courses permanent.

Please note: new courses or modifications to courses need to be submitted through the Testudo Curriculum Management system and will need to follow the normal VPAC course proposal review process. You may submit individual course changes to VPAC concurrently with the PCC proposal; however, the course changes may be held depending on the outcome of the PCC proposal.

- AGST 440/640 Exploring Maryland Agriculture, Agricultural Industries, and Agricultural Literacy (3)
  ○ Explore the mission and history of the Land Grant System as well as current work conducted through the University of Maryland to extend research to citizens. Often referred to as America in miniature, Maryland boasts diverse people, agricultural practices, cultures, and ecosystems which students will examine to perceive the decision making processes within and across ecological systems as well as the development of advisory boards.
  - Location: Online
  - Will apply for General Education Cultural Competence recognition
  - No Prerequisites

- AGST 442/642 Developing Leadership in Youth and Volunteers (3)
  ○ Examine leadership theories and practice as utilized in teaching environments and community relationship building. Fundamentals of youth development will be the basis for examining how to foster positive learning environments for dynamic learning. Empowerment processes will be explored through case-study discussions.
  - Online
  - Will apply for General Education Oral Communication recognition
  - No Prerequisites
8. Supporting documentation. Correspondence from any department(s) or programs whose courses will be required or otherwise impacted. If the change in curriculum introduces a requirement (or recommendation) that majors take a course offered by another department, it is important to establish that such a requirement will not unduly burden faculty and resources elsewhere on campus. Use space below for any comments, otherwise add supporting correspondence as an appendix.

See Appendix B

9. Impact on current students. It should be specifically acknowledged that students enrolled in the program prior to the effective date of any curriculum change may complete their program under the old requirements if they wish. The courses required must remain available, or suitable substitutions specifically designated.

Please note: If the proposed curriculum change affects articulation or transfer programs, the proposal should explain how currently-enrolled community college students will be able to complete their projected programs. Any necessary modifications to articulation agreements should be attached.

A positive impact on students is predicted from the updated coursework available for students to view and adjust according to their academic interests within the major. Selected courses will provide additional content to prepare students for successful completion of certification exams. The integrated masters option provides students the ability to enroll in additional agricultural courses prior to the educational courseses offered within the masters year of coursework.

10. If changing the term-structure of the program, identify the term structure that will be used for the program:
   - Traditional Semester
   - Approved Campus 12-Week Term (see Academic Calendars)
   - *Non-Standard Term

*If you are using a non-standard term structure, indicate whether relevant offices, such as the Registrar’s Office and International Scholar & Student Services, have been notified and support the program. Non-standard terms need to fit within the university’s scheduling system calendar, and non-standard terms need to work with international student visa requirements.

   - Term structure: Traditional Semester

11. Additional Information. Depending on the nature of the changes, other information may also be necessary for review.
   - New learning outcomes and assessment plan for new concentration or specialization, or if changes to curriculum warrant.
   - New program description for the catalog.
   - If the program is linked to another program, such as in a combined bachelor/master program, a dual master or dual master/doctoral program, or a joint-program with another university,
provide as an appendix the new curriculum for each arrangement. Supporting correspondence from the director of the linked program should be included.

Appendix A: 4 year plan Agricultural & Extension Education, option Integrated Masters [0101E]

Sample Plan

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Fall Credits</th>
<th>Spring Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 113 (MA) College Algebra &amp; Trig</td>
<td>3</td>
<td>Chem 131/132 (NL) Fundamentals of General Chemistry &amp; Lab</td>
</tr>
<tr>
<td>PLSC 101 (NL) Introductory Crop Science Or PLSC 100 Introduction to Horticulture</td>
<td>4</td>
<td>ENG101 (AW) Academic Writing</td>
</tr>
<tr>
<td>TLPL 101 Inquiry Teach STEM in Elem</td>
<td>1</td>
<td>TLPL 102 (w/101 meets nonMj SP) Inquiry Teach STEM in Middle School</td>
</tr>
<tr>
<td>GenEd (HU)(UP)(IS)</td>
<td>3</td>
<td>Semester totals</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 2</th>
<th>Fall Credits</th>
<th>Spring Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANSC 220 Livestock Management or ANSC 242 Dairy Cattle Management or ANSC 232 Horse Management</td>
<td>3</td>
<td>PLSC 275 Fundamentals of Agricultural Chemistry Or CHEM 231/232 Organic Chemistry &amp; Lab</td>
</tr>
<tr>
<td>PLSC 115 (IS) How Safe is your Salad? Or NFSC 112 Food: Science and Technology</td>
<td>3</td>
<td>TLPL 414 (HS/CC) Knowing and Learning in Mathematics and Science</td>
</tr>
<tr>
<td>PLSC 201 Plant Structure &amp; Function</td>
<td>4</td>
<td>PLSC 235 Irrigation and Drainage</td>
</tr>
<tr>
<td>ANSC 255 Intro to Aquaculture (SP)</td>
<td>3</td>
<td>BSCI 121 Beekeeping</td>
</tr>
<tr>
<td>INAG 252 Agricultural Public Relations</td>
<td>3</td>
<td>AREC/PLSC/LARC Restricted Elective</td>
</tr>
<tr>
<td>Semester totals</td>
<td>16</td>
<td>14/15</td>
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<table>
<thead>
<tr>
<th>Year 3</th>
<th>Fall Credits</th>
<th>Spring Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLSC 453 Weed Science</td>
<td>3</td>
<td>GenEd (OC)</td>
</tr>
<tr>
<td>ENG 39X (PW) Advanced Writing (options)</td>
<td>3</td>
<td>ANSC 227 Eating with your Eyes wide open (NS/IS)</td>
</tr>
<tr>
<td>AREC 250 (HS) Elem of Ag &amp; Resource Econ Or AREC 306 Farm Management &amp; Sustainable Food Production (SP)</td>
<td>3</td>
<td>PLSC 471 Forest Ecology Or Elective Class focused on Renewable Energy</td>
</tr>
<tr>
<td>TLPL 401 Student-centered Curriculum &amp; Instruction</td>
<td>3</td>
<td>ENST 200 Fundamentals of Soil Science</td>
</tr>
<tr>
<td>GenEd (AR)</td>
<td>3</td>
<td>elective</td>
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<tr>
<td>Semester totals</td>
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<td>16</td>
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<table>
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<tr>
<td></td>
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</table>
### 2018-2019 PCC Program Modification Proposal

#### PLSC 420
Principles of Plant Pathology  4  
AGST 442/642 Developing Leadership in Youth and Volunteers (OC) [Online]  3

#### AGST 440/640 (CC)
Exploring Maryland Ag, Ag Ind & Ag Literacy (capstone course) [Online]  3  
INAG 250 Fundamentals of Agricultural Mechanics  3

#### AREC/PSLA/LARC Restricted Elective
  3  
BSCI 337 Biology of Insects or BSCI 497 Insect Pests of Ornamentals & Turf  4

#### GenEd HU
  3  
AGST 489 Internship or elective  3

#### Elective
  2  
AREC/PLSC/LARC Restricted Elective  3

<table>
<thead>
<tr>
<th>Semester totals</th>
<th>15</th>
<th>16</th>
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</thead>
<tbody>
<tr>
<td>Total Credits</td>
<td>120/121</td>
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### Graduate Courses

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<th>Summer II</th>
<th>Credits</th>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
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<tbody>
<tr>
<td>TLPL 628</td>
<td>3</td>
<td>TLPL 689 Teaching Internship</td>
<td>3</td>
<td>TLPL 689 Teaching Internship</td>
<td>5</td>
</tr>
<tr>
<td>TLPL 641</td>
<td>3</td>
<td>TLPL 626 Learning to Teach and Learn Science</td>
<td>3</td>
<td>TLPL 618 Digital Learning Tools and Communities</td>
<td>1</td>
</tr>
<tr>
<td>TLPL 698</td>
<td>2</td>
<td>Conducting Research on Teaching</td>
<td>2</td>
<td>TLPL 698 Conducting Research on Teaching</td>
<td>1</td>
</tr>
</tbody>
</table>

Total 6  
Total 12  
Graduate year total 30
Hello Melissa,

I am happy to approve the inclusion of these courses. I did want to make you aware, however, that ANSC 255 is under a waitlist management program by virtue of being a scholarship in practice course that is open to non-majors. This means that campus holds 18 out of the 20 seats for general registration, which may make it difficult for Ag Sci & Tech students to register. We will not be able to oversubscribe this course.

Sincerely,
Chad

On Fri, Mar 29, 2019 at 3:33 PM Melissa Leiden Welch <mleiden@umd.edu> wrote:

Hello Dr. Stahl,

We are planning on submitting PCC Program Modification Proposals for our Agricultural Science & Technology major to officially add an Agricultural and Extension Education specialization, which is an update to our current offering. We have identified courses in your department that are key to the success of this program:


**New courses**

- Course: ANSC 255 Introduction to Agriculture
  - Rationale: This course introduces students to the basic principles of agriculture.
  - Impact: This course is an elective option under the 4-year dual major program, enhancing the flexibility of the major.

- Course: ANSC 227 Eating with Your Eyes Wide Open
  - Rationale: This course combines nutrition and agriculture, guiding students to make healthier and more informed food choices.
  - Impact: This course expands the core of the major, showcasing the interconnectivity of agriculture and human health.

As part of our proposal, we must include a statement from your department that you have approved the inclusion of all major changes. If you could please respond back to this email to confirm your approval, I would appreciate it.

Lori Lynch

---

Re: Updates to the Agricultural & Extension Education Program- requesting letter of support

Lori Lynch

I approve the inclusion of AREC 210 and AREC 306 in both the Agricultural Science & Technology major as well as the Agricultural and Extension Education specialization. I would be happy to discuss other courses that might fit within this major out of our offerings.

Lori Lynch

On Thu, Apr 25, 2019 at 2:51 PM Melissa Leiden Welch <mleiden@umd.edu> wrote:

Gentleman’s Dr. Lynch,

We are planning on submitting PCC Program Modification Proposals for our Agricultural Science & Technology major to officially add an Agricultural and Extension Education specialization, which is an update to our current offering. We have identified courses in your department that are key to the success of this program:

Courses previously approved under the 2008 PCC document: AREC 210 Elements of Agricultural and Resource Economics & AREC 306 Farm Management and Sustainable Food Production.

As part of our proposal, we must include a statement from your department that you continue to approve the inclusion of these courses offered by your department. If you could please respond back to this email to confirm your approval, I would be more than happy to discuss these with you. We are also interested in discussing additional options for us to encourage our students to take within their restricted elective option slot. Thank you and we look forward to hearing from you.

Melissa Leiden Welch, Ph.D., CPCD, CPIFE
Assistant Clinical Professor of Agricultural Education
University of Maryland
Department of Plant Sciences & Landscape Architecture
Plant Science Bldg.
400 Fieldhouse Drive, Room 2330
College Park, MD 20742
301-405-6666 Office
Hi Melissa,

I can confirm that it's fine to continue with ENST206 on your updated course list. We'll have to check the capacity of 1 or 2 other classes that might fit the other learning objectives you mentioned and talk to the instructor.

Let me know if this email is sufficient or if I need more separate letter. I'm busy tomorrow and Thurs but could possibly meet on Friday if that suits you.

Best,
Paul,

On Tue, Apr 23, 2019 at 6:27 PM Melissa Leidnam Welch <mleidnam@umd.edu> wrote:

Hi Paul,

Yes, students currently take the ENST 206 course under the 2016 PCC document on file, so this would be a continuation of the information within the updated course list. Since the course is offered both spring and fall there is a possibility of it being a required course in Extension Education students taking the course and an estimated potential for 4 in a semester.

I'm also in the hunt for a course that can address any of the following learning objectives that are highly encouraged for Agricultural Extension Education students to master prior to taking the national teaching exams.

Is familiar with various power and energy sources
1. Describe proper safety procedures when dealing with power and energy sources
2. Compare and contrast the benefits and costs of various energy sources (e.g., wind, solar, hydro, coal, nuclear)
3. Differentiate among energy sources (e.g., internal combustion, mechanical, electrical)

Is familiar with the impact of conventional and alternative energy sources on the environment
1. Identify environmental impacts of energy production
2. Identify and explain the use of conventional and alternative energy sources (e.g., fossil fuels, solar, biomass)

If you would help, I can pop over to your office tomorrow after teaching and see what meetings for a candidate visiting campus. I appreciate your help and guidance with this last tidbit for the coursework. I look forward to the support letter and your suggestions for the later.

Re: support letter for including NFSC 112 course in Agricultural & Extension Education specialization

Dear Melissa,

We would be pleased to have NFSC112 listed as a part of your revised Agricultural Education program. I wish you the best of success with the program.

Joe Sullivan

On Wed, Apr 24, 2019 at 8:19 AM Sara Kao <skao@umd.edu> wrote:

Hi Melissa,

Thank you for the email. I am forwarding your email to Dr. Sullivan, our Interim Chair for his approval.

Regards,
Sara

Sara Kao
Assistant Director, Student Programs
Department of Nutrition and Food Science
0112G Skinner Building
4000 Chapel Lane
University of Maryland
College Park, MD 20742
Tel(D): 301-405-8069
Email: skao@umd.edu
NFSC Web Site: http://www.nfsc.umd.edu/
Re: Updates to the Agricultural & Extension Education Program- requesting letter of support

Gloria D. Hyman

Hi Melissa:

Thank you for checking with us. Yes, we approve adding INAG 252 Agricultural Public Relations as a restricted elective for Agricultural and Extension Education specialization. We think it would be a worthwhile course for the students to take. Let me know what other courses may be of interest.

Best,

Gloria

Gloria Hyman, Director
Institute of Applied Agriculture
2123 Jull Hall
University of Maryland
College Park, MD 20742
301.405.4685

---

Re: Updates to the Agricultural & Extension Education Program- requesting letter of support

Gloria D. Hyman

Hi Melissa:

Yes, INAG 250 Fundamentals of Agricultural Mechanics can continue to be required as part of the coursework.

My other suggestions for consideration include:

**INAG 132: Agricultural Leadership and Teamwork 3 credits**
Introduces fundamental concepts related to leadership and teamwork in agricultural organizations. Topics include leadership practices and skills; relationships between leadership, authority, power, and ethics; team decision-making and management; and organizational culture and change. Students will develop effective leadership skills necessary for leading agricultural organizations. (Note: this course is approved for University of Maryland's Academy for Innovation and Entrepreneurship.)

**INAG 252: Agricultural Strategic Communication 3 credits.**
Introduces the fundamental concepts and applications of strategic communication in agricultural organizations. Topics include strategic communication planning; communication and culture; communication and change; managing internal and external communication; and corporate responsibility. Students will learn how to use communication to accomplish organizational goals. (Note: this course is approved for Scholarship in Practice (SSP))

**INAG 131: Agricultural Policy and Regulation 3 credits**
Introduction to Agricultural Policy and Communication equips students with the knowledge and skills needed to engage in real-world communication around timely issues in agriculture. This course covers basics of United States government and the policymaking process, current and historical policy issues in agriculture, advocacy communication strategies and tactics, and careers in policy and advocacy. This course focuses on practical skills application, as well as exposure to government and advocacy work in action, including field trips and guest speakers. Throughout the course, students will learn and practice communication methods both individually and in team-oriented agriculture-related projects.

Best,

Gloria

Gloria Hyman, Director
Institute of Applied Agriculture
2123 Jull Hall
University of Maryland
College Park, MD 20742
301.405.4685
Dear Melissa,

This looks great. I approve.

Thanks so much,

Leslie

On Thu, Apr 25, 2019 at 2:08 PM Melissa Lieden Welsh melissa.lieden@umd.edu wrote:

Greetings Dr. Pick,

We are planning on submitting PCC Program Modification Proposals for our Agricultural Science & Technology major to officially add an Agricultural and Extension Education Specialization, which is an update to our current offering. We have identified courses in your department that are key to the success of this program:


New courses:

- Course: BSCT 222 Beekeeping

  Rationale for course inclusion: Numerous Agricultural Education programs across the state and country are offering beekeeping fundamentals within courses or implementing beekeeping projects in high schools. Therefore our future Ag teachers would be better prepared for facilitating this content in their future classrooms as well as encouraging their students to enroll in related agricultural disciplines for post secondary schooling by completing the BSCT 222 Beekeeping course.

  Impact: this course is an elective option under the 4 year dual teacher certification plan and a requirement under the Integrated Master's option. We anticipate 1-2 students to potentially enroll in a semester.

As part of our proposal we must include a statement from your department that you have approved the inclusion of these courses offered by your department. If you could please respond back to this email to confirm your approval. If you have any questions or concerns, please contact us and we would be more than happy to discuss these with you. We are also interested in discussing additional options for us to encourage our students to take within their restricted elective option slot. Thank you and we look forward to hearing from you!

Have a great day!
clarification to the graduate IMCP Agricultural Education proposal

1 message

Melissa Leiden Welsh <dmwelsh@umd.edu>       Wed, Nov 20, 2019 at 2:19 PM
To: Michael D Colson <mcolson@umd.edu>, Angela Rose Ambrosi <aambrosi@umd.edu>
Cc: "John F. O'Flahavan" <johno@umd.edu>, Lawrence Clark <lmclark@umd.edu>

Greetings all,

This is a follow up to the question regarding the following listing in the Ag Education IMCP PCC proposal:

**EDCI 611** Studying Student Learning in Diverse Settings as the old course now replaced by **EDSP603b** Building Social, Historical, and Cultural Competence: Teaching Students with Disabilities and Gifted Learners in Secondary Classrooms

It should be listed as the following:

**EDSP 603** Instruction of Students with Physical Disabilities

Melissa Leiden Welsh, Ph.D., CFCS, CPFFE
Assistant Clinical Professor of Agricultural Education
University of Maryland
Department of Plant Science & Landscape Architecture
Plant Science Bldg.
4291 Fieldhouse Drive, Room 2130
College Park, MD 20742
301.405.6969 Office
724.388.6000 Cell

https://mail.google.com/mail/u/0?ik=f73d75b12f&view=pt&search=all&...