

RECEIVED

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OFFICE OF THE
SENATE COUNCIL**1. General Information**

1a. Submitted by the College of: ARTS & SCIENCES

Date Submitted: 4/14/2014

1b. Department/Division: Modern & Classical Languages

1c. Contact Person

Name: Ihsan Bagby

Email: iabagb2

Phone: 7-9678

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? Yes

Inquiry - Humanities

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: AIS 345

2c. Full Title: Islamic Mysticism

2d. Transcript Title:

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: x-45

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: This course is an overview of Islamic spirituality, which refers to the spiritual aspects within basic Islamic texts and general Islamic practices, and Islamic mysticism, which refers to the concepts and practices of Sufism. Throughout the entire course, poems from Rumi, the greatest of the Sufi poets, will be read and discussed. The purpose of the course is to expose students to the ideas and practices of Islamic spirituality and mysticism, the history of Sufism and in a lesser extent the debate between Sufism and normative Islam.

2k. Prerequisites, if any: None

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Fall,

Will the course be offered every year?: No

If No, explain: It will be offered every two years.

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 25

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: No

Will it be of interest to a significant number of students outside the degree pgm?: Yes

If Yes, explain: Sufism and Rumi have elicited some interest in the American public and our hope is to tap into that interest.

8. Check the category most applicable to this course: Traditional – Offered in Corresponding Departments at Universities Elsewhere,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program?: No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached: Yes

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|IABAGB2|Ihsan A Bagby|AIS 345 NEW Dept Review|20140318

SIGNATURE|RHANSON|Roxanna D Hanson|AIS 345 NEW College Review|20140415

SIGNATURE|JALLISO|Jonathan M Allison|AIS 345 NEW UKCEC Expert Review|20141118

SIGNATURE|JMETT2|Joanie Ett-Mims|AIS 345 NEW UKCEC Review|20141119

SIGNATURE|JMETT2|Joanie Ett-Mims|AIS 345 NEW Undergrad Council Review|20141203

Courses | **Request Tracking**

New Course Form

<https://myuk.uky.edu/sap/bc/soap/rfc?services=>

Open in full window to print or save

Generate R

Attachments:

Browse...

Upload File

	ID	Attachment
Delete	1812	Intellectual Inquiry Humanities Form-Islamic Mysti
Delete	3374	Syllabus Islamic Mysticism.doc

First 1 Last

Select saved project to retrieve...

Get New

(*denotes required fields)

1. General Information

- a. * Submitted by the College of: Submission Date:
- b. * Department/Division:
- c.
 - * Contact Person Name: Email: Phone:
 - * Responsible Faculty ID (if different from Contact): Email: Phone:
- d. * Requested Effective Date: Semester following approval OR Specific Term/Year
- e. Should this course be a UK Core Course? Yes No
 If YES, check the areas that apply:
 - Inquiry - Arts & Creativity Composition & Communications - II
 - Inquiry - Humanities Quantitative Foundations
 - Inquiry - Nat/Math/Phys Sci Statistical Inferential Reasoning
 - Inquiry - Social Sciences U.S. Citizenship, Community, Diversity
 - Composition & Communications - I Global Dynamics

2. Designation and Description of Proposed Course.

- a. * Will this course also be offered through Distance Learning? Yes No
- b. * Prefix and Number:
- c. * Full Title:
- d. Transcript Title (if full title is more than 40 characters):
- e. To be Cross-Listed ² with (Prefix and Number):
- f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.

<input type="text" value="x-45"/> Lecture	<input type="text"/> Laboratory ¹	<input type="text"/> Recitation	<input type="text"/> Discussion
<input type="text"/> Indep. Study	<input type="text"/> Clinical	<input type="text"/> Colloquium	<input type="text"/> Practicum
<input type="text"/> Research	<input type="text"/> Residency	<input type="text"/> Seminar	<input type="text"/> Studio
<input type="text"/> Other	If Other, Please explain: <input type="text"/>		
- g. * Identify a grading system:
 - Letter (A, B, C, etc.)
 - Pass/Fail
 - Medicine Numeric Grade (Non-medical students will receive a letter grade)
 - Graduate School Grade Scale
- h. * Number of credits:
- i. * Is this course repeatable for additional credit? Yes No
 If YES: Maximum number of credit hours:
 If YES: Will this course allow multiple registrations during the same semester? Yes No

j. * Course Description for Bulletin:

This course is an overview of Islamic spirituality, which refers to the spiritual aspects within basic Islamic texts and general Islamic practices, and Islamic mysticism, which refers to the concepts and practices of Sufism. Throughout the entire course, poems from Rumi, the greatest of the Sufi poets, will be read and discussed. The purpose of the course is to expose students to the ideas and practices of Islamic spirituality and mysticism, the history of Sufism and in a lesser extent the debate between Sufism and normative Islam.

k. Prerequisites, if any:

None

l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both

3. * Will this course be taught off campus? Yes No

If YES, enter the off campus address:

4. Frequency of Course Offering.

a. * Course will be offered (check all that apply): Fall Spring Summer Winter

b. * Will the course be offered every year? Yes No

If No, explain: It will be offered every two years.

5. * Are facilities and personnel necessary for the proposed new course available? Yes No

If No, explain:

6. * What enrollment (per section per semester) may reasonably be expected? 25

7. Anticipated Student Demand.

a. * Will this course serve students primarily within the degree program? Yes No

b. * Will it be of interest to a significant number of students outside the degree pgm? Yes No

If YES, explain:

Sufism and Rumi have elicited some interest in the American public and our hope is to tap into that interest.

8. * Check the category most applicable to this course:

- Traditional – Offered in Corresponding Departments at Universities Elsewhere
- Relatively New – Now Being Widely Established
- Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. * Is this course part of a proposed new program? Yes No

If YES, name the proposed new program:

b. * Will this course be a new requirement for ANY program? Yes No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. * Is the course 400G or 500? Yes No

If YES, the differentiation for undergraduate and graduate students must be included in the information required in 10.b. You must include: (i) ident additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR

b. * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if appl 10.a above) are attached.

Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
 The chair of the cross-listing department must sign off on the Signature Routing Log.

■ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, requires two hours per week for a semester for one credit hour. (from SR 5.2.1)
■ You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.
■ In order to change a program, a program change form must also be submitted.

Rev 8/09

Submit as New Proposal Save Current Changes

**Course Review Form
Intellectual Inquiry in the Humanities**

Reviewer Recommendation

Accept Revisions Needed

Course: AIS 345 Islamic Mysticism

Using the course syllabus as a reference, identify when and how the following learning outcomes are addressed in the course. Since learning outcomes will likely be addressed multiple ways within the same syllabus, please identify a representative example (or examples) for each outcome.

Activities that enable students to demonstrate their ability to present and critically evaluate competing interpretations through written and oral analysis and argumentation.

Example(s) from syllabus:
Second essay assignment.

Brief Description:

Students are asked to compare the concept of "love" in the works of three major Sufis, Ghazali, Rumi and Ibn Arabi. Students must use original works to make their arguments.

Activities that enable students to demonstrate their ability to distinguish different artistic, literary, philosophical, religious, linguistic, and historical schools or periods according to the varying approaches and viewpoints characterized therein.

Example(s) from syllabus:
The 3rd to the 5th week focus on the historical development of Sufism. A quiz is given on this topic.

Brief Description:

Students follow the development of major mystical ideas from the 8th century to 11th century when Sufi ideas are set. Students study the ideas and the great Sufi masters who popularized these ideas.

Activities that enable students to demonstrate their ability to identify the values and presuppositions that underlie the world-views of different cultures and peoples, as well as one's own culture, over time through the analysis and interpretation of at least one of the following: works of art, literature, folklore, film, philosophy and religion, language systems or historical narratives (or the primary sources of historical research).

Example(s) from syllabus:
Every class a student reads and interprets a poem by Rumi.

Brief Description:

At the beginning of every class, a student interprets a Rumi poem and then the class discusses the poem. The student is to include in his/her interpretation the Sufi ideas and symbols that they are learning about in class.

Activities that enable students to demonstrate disciplinary literacy (vocabulary, concepts, methodology) in written work, oral presentations, and classroom discussions.

Example(s) from syllabus:
Two essays and two oral presentations which consist of an interpretation of a Rumi poem.

Brief Description:

The two essays require the student to write about great Sufi masters using original writings and secondary scholarly sources. Students have two oral presentations in which they interpret a Rumi

poem.

An assignment that enables students to demonstrate their ability to conduct a sustained piece of analysis of some work of art, literature, folklore (or popular culture), film (or other digital media), philosophy, religion, language system, or historical event or existing historical narrative that makes use of logical argument, coherent theses, and evidence of that discipline, with use of library sources when applicable, demonstrating appropriate information literacy in a particular discipline of the humanities (i.e. identifying appropriate sources, accessing them and assessing their value). This assignment will be used for program-level assessment.

Example(s) from syllabus:
First essay assignment

Brief Description:

Students are asked to compare the pick one of the great Sufi masters and explore his/her life and thought, analyzing some of his/her original works and including secondary scholarship on the Sufi master.

Information literacy component:

Students must find an original work of the Sufi master either in the library or online, and they must use three scholarly sources other than the textbook.

Reviewer's Comments:

SYLLABUS ISLAMIC MYSTICISM (AIS 345)

Instructor: Dr. Ihsan Bagby
Office: Patterson, Rm. 1075
Contact Info: 257-9638 (office) iabagb2@uky.edu
Office Hours: Monday-Thursday 11:00 - 1:30 or by appointment

Course Description

This course is an overview of Islamic spirituality, which refers to the spiritual aspects within basic Islamic texts and general Islamic practices, and Islamic mysticism, which refers to the concepts and practices of Sufism. Throughout the entire course, poems from Rumi, the greatest of the Sufi poets, will be read and discussed.

Course Goals

The goals of this course is to expose students to the ideas and practices of Islamic spirituality and mysticism, the history of Sufism and in a lesser extent the debate between Sufism and normative Islam.

Student Learning Outcomes

After completing this course a student should be able to (1) describe the basic concepts of Islamic mysticism, (2) identify the key Sufis who have historically contributed to the development of Sufism, and (3) be able to analyze a Rumi poem with understanding of its allusions and symbols.

Required Texts

Mystical Dimensions of Islam (Paperback) Annemarie Schimmel. Chapel Hill:
University of North Carolina Press, 1975.

The Essential Rumi New Expanded Edition (Paperback) Translations by Coleman Barks
Harper San Francisco, 2004

Course Requirements and Grading

- 10% Class attendance (deduction after 3 unexcused absences)
- 10% Class presentations of 3 Rumi poems
- 40% Two short essays (5 pages)
- 20% Quizzes (approximately 4 quizzes)
- 10% Mid-Term Exam
- 10% Final Exam

Grading Scale

A 90-100% B 80-89% C 70-79% D 60-69% F 0-59%

Submitting Essays

Essays should be submitted as a hard copy in class. However, I will give allowances if a student needs to submit the essay to me via email.

Mid-Term Grades

All students will receive a mid-term grade. However, mid-term grades will not include the 10% for oral presentations (some students might not have had the opportunity to present) and of course the final exam.

Excused Absences

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

Verification of Absences

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Make-Up Work

With an excused absence a quiz or test can be made up if the quiz or test has not been graded and passed back to the class; if the quiz or test has been passed back then the quiz or test will be forgiven.

Academic Integrity

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Accommodations due to disability

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

DETAILED SCHEDULE

Jan 10	Introduction to Islam and Concepts of Islamic Spirituality
Reading	Handout
Jan 15-17	Concepts of Islamic Spirituality
Reading	Handout Rumi Ch. 1 and 2
Jan 15-17	Practices of Islamic Spirituality; What is Sufism; Rumi
Reading	<i>Mystical Dimensions</i> , Ch. 1, What is Sufism, pp. 3-22 <i>Mystical Dimensions</i> , Rumi, 309-328 Rumi Ch. 3 and 4
Jan 22-24	Historical Overview of Sufism
Quiz	Jan 22
Reading	<i>Mystical Dimensions</i> , Ch. 2, Historical Overview, pp. 23-62 Rumi Ch. 5 and 6
Jan 29-31	Historical Overview of Sufism
Reading	<i>Mystical Dimensions</i> , Ch. 2, Historical Overview, pp. 62-97 Rumi Ch. 7 and 8
Feb 5	Historical Overview-Theosophical Sufism
Reading	<i>Mystical Dimensions</i> , Ch. 6, Theosophical Sufism, pp. 259-286 Rumi Ch. 9
No class Feb 7 (Thursday)	
Feb 12-14	Sufi Concepts and Practices
Quiz	Feb 12 (Tuesday)

Reading	<i>Mystical Dimensions</i> , Ch. 3, The Path, pp. 98-130 Rumi Ch. 10 and 11
Feb 26-28	Sufi Concepts and Practices
Essay due	Feb 28 (Thursday)
Reading	<i>Mystical Dimensions</i> , Ch. 3, The Path, pp. 130-167 Rumi Ch. 12-13
March 5-7	Sufi Concepts and Practices
Reading	<i>Mystical Dimensions</i> , Ch. 2, The Path, pp. 167-186 Rumi Ch. 14
Mid-Term	March 7
March 12-14	Spring Break
March 19-21	Sufi Philosophy
Reading	<i>Mystical Dimensions</i> , Ch. 4, Man and Perfection, pp. 187-227
March 26-28	Sufi Orders and Sufi Masters
Reading	<i>Mystical Dimensions</i> , (Re-read) Ch. 3 The Path, pp. 155-186 Ch. 5, Sufi Orders, pp. 228-244
April 2-4	Sufi Orders and Sufi Masters
Reading	<i>Mystical Dimensions</i> , Ch. 5, Sufi Orders, pp. 244-258
Quiz	April 2
April 9-11	Sufism in the Contemporary World
Reading	<i>Mystical Dimensions</i> , Ch. 8, Sufism in Indo-Pakistan pp. 363-383 and Epilogue pp. 403-408
April 16-18	Sufism in the Contemporary World
Reading	Handouts
Quiz	April 16
Essay due	April 18
Take-Home	April 18
April 23-25	Sufism in the Contemporary World
Take-Home Exam due on April 25	

ISLAMIC MYSTICISM
FIRST SHORT ESSAY ASSIGNMENT

Due: February 28, 2013 (Thursday)

Length: 5 Pages (double spaced, 12 pt. font, cover page not included in count)

Purpose: I want you to pick a figure in the history of Sufism and explore his/her life and thought, analyzing some of his/her original work in your presentation of the person's thought. I want you to read at least one original work, either the complete work or a major portion of it. As a guideline, one-third of the paper should focus on his/her life and two-thirds on his/her thought, including a discussion of the original work.

Recommended Figures (original works in our library but you can find other books and articles):

Ghazali

Niche of Light BP 189.26 G3913 1998

Hallaj

Tawasin of al-Hallaj BP 188.9 H313

Ibn Arabi

Wisdom of the Prophets BP 189.26 I2513

Rabi'a al-Adawiyyah

Rabi'a the Mystic BP 80 R3 S6 1974

Junayd

Life, Personality and Writings of al-Junayd PJ 709 G62 no. 22

Modern Sufi Shaikhs

Al-Darqawi

Letters of a Sufi Master BP 189 D285

Al-Alawi

Sufi Saint of the 20th Century

M.R. Baba Muhaiyaddeen

God, His Prophets and His Children BP 189.62 M625 1978

A good starting point is Wikipedia ([//en.wikipedia.org](http://en.wikipedia.org)) where you find information and links to original works.

Remarks: You should use at least three sources other than the textbook.

When you cite a reference you should use MLA style unless you are more familiar with another style. Remember plagiarism is not acceptable

ISLAMIC MYSTICISM
SECOND ESSAY ASSIGNMENT

- Due: April 18, 2013
- Length: 5-7 Pages (double spaced, 12 pt. font, cover page not included in count)
- Essay Title: The Sufi Concept of Love: A Comparison of Ghazali, Rumi and Ibn Arabi
- Readings: Ghazali's *Ihya Ulum-Din*, "The Book of Love and Attachment" from his *Revival of Religious Sciences*
"From Hubb to Ishq" which focuses on Ghazali by Joseph Lumbard
Chapter, "Love" from *The Sufi Path of Love: The Spiritual Teachings of Rumi*, by William Chittick
Divine Flashes by Fakhruddin Iraqi (use this work as a substitute for an Original work of Ibn Arabi
"The Experience and Doctrine of Love in Ibn Arabi" by Claude Addas
- Purpose: I want you to use these readings as your references and then compare Ghazali, Rumi and Ibn Arabi's concept of love. Your readings include original writings by Ghazali, Rumi and Ibn Arabi (Fakhruddin Iraqi serves as a substitute for Ibn Arabi), and secondary works that comment and analyze their thinking.
- Remarks: You do not need a works cited page but you must cite your references. Remember plagiarism is not acceptable.

ISLAMIC MYSTICISM
SCHEDULE OF PRESENTATIONS

Jan 15 (Tues)	Ch 1	Kasem Abdallah
Jan 17	Ch 2	Hadeel Ali
Jan 22	Ch 3	Joshua Bell
Jan 24	Ch 4	Helen Burnett
Jan 29	Ch 5	Ali Chaudry
Jan 31	Ch 6	Caitlin Jakubowski
Feb 5	Ch 7 Ch 8	Angela Jordan Hamzah Khan
Feb 12	Ch 9 Ch 10	Leslie Knopf Tyler Miller
Feb 14	Ch 11	Nicolette Mullins
Feb 19	Ch 12 Ch 13	Jordan Napier Samir Nasir
Feb 21	Ch 14 Ch 15	Daniel Partin Humza Qureshi
Feb 26	Ch 16	Brian Rose Faria Morshed
Feb 28	Ch 17	Alex Schaper
March 5	Ch 18	Raza Tariq
March 21 (Tues)	Ch 1 Ch 2	Kasem Abdallah Hadeel Ali
March 26	Ch 3 Ch 4	Joshua Bell Helen Burnett
March 28	Ch 5 Ch 6 Ch 7	Ali Chaudry Caitlin Jakubowski Angela Jordan
April 2	Ch 8 Ch 9	Hamzah Khan Leslie Knopf
April 4	Ch 10 Ch 11	Tyler Miller Nicolette Mullins

April 9	Ch 12 Ch 13	Jordan Napier Samir Nasir
April 11	Ch 14 Ch 15	Daniel Partin Humza Qureshi
April 16	Ch 16 Ch 17	Brian Rose Alex Schaper
April 18	Ch 18 Ch 19	Raza Tariq Faria Morshed