

MINUTES OF THE ACADEMIC SENATE OF QUEENS COLLEGE

December 12, 2019

Kiely Hall, room 170

Chair Simone L. Yearwood announced there was NO QUORUM AT 3:47 p.m. and the following announcements were made:

1. Siddharth Malviya, Vice President of Student Association announced that tonight, December 12, 2019 is MidKnight Breakfast. Participants were encouraged to attend. It will take place in the Dining hall at 7:30 pm.
2. Dr. Steven Schwarz, Physics announced the passing of Professor Jacob Neuberger. Professor Neuberger passed away last month at the age of 92. He received his Ph.D. in Physics from NYU in 1958 and joined Queens College as an assistant professor in 1960. He was a longtime member of the Academic Senate. Jake is survived by his wife Ruth, children and grandchildren.

The senate paid its respect with a moment of silence.

3. Professor Joe Pastore, Mathematics brought to the attention of the senate concerns raised by the Math department.
4. Chair, Simone L. Yearwood, announced the COACHE report is available by logging to your Blackboard account and is located at the top.

End of Announcements and Memorials at 3:51 p.m.

A. General Education

Numbered proposals available for review at senate.qc.cuny.edu/Curriculum

1. General Education Advisory Committee
HEBRW 190: VT: Topics in Hebrew Culture, Art and Literature in Israel (*LIT*)
2. Mathematics and Quantitative Reasoning Advisory Committee
No report.
3. Writing Intensive Advisory Committee.
ENGL 202W
4. STEM variant courses.
None.

1. English

a. New course.

ENGL 314. VT: Studies in Popular Genres.
3 hr.; 3 cr.; Prerequisites: ENGL 170W.

A study of popular genres such as science fiction, mystery, detective, romance, dystopian literature, thrillers, fantasy, and fanfiction, with attention to the defining features of major popular genres as they have changed over time. The course might be devoted to one major popular genre, or cover multiple genres in a comparative way. Topics may include the role of genre texts in contemporary culture, questions of the “popular” and the “canonical,” diversity and inclusion in popular genres, cross-media adaptations of popular genres (such as drama, film, television and digital media), hybrid and experimental forms, and the contributions of genre theory to literary analysis.

Justification: The English department doesn't currently offer a 300-level elective course focused on popular literary genres. Genre fiction is a significant part of the publishing market and is often taught within the K-12 English language arts (ELA) curriculum. The course will allow students who are interested in pursuing careers in publishing or teaching to gain useful knowledge. The course will also allow students to explore an ongoing (and expanding) area of literary scholarship.

b. New course

ENGL 394. Writing Multilingualism.
3 hr.; 3 cr.; Prerequisites: ENGL 170W or ENGL 200W.

Active engagement and experience in the playful and academic practice of writing from and for multilingual realities. Specific attention on audience awareness, ethical choices, and multilingualism as lived experience.

Justification: The 300-level ENGL writing courses currently offered (301W, 302, 303W, 304) focus on the genres of creative writing. This course will allow for the study and practice of multilingual writing across multiple genres. It will also allow students to draw more fully upon their linguistic and cultural resources as they analyze, critique, and implement diverse writing practices and develop a multilingual awareness of how language functions in literary texts.

c. New course.

ENGL 396. VT: Writing Studies.
3 hr.; 3 cr.; Prerequisites: ENGL 170W or ENGL 200W.

Advanced instruction and practice in the theoretical, stylistic, and ethical matters connected to the study of writing. Topics may include methodologies of writing research, histories and theories of literacy and writing, theories on composing and language use, rhetorical theory, or digital composing. The course may be taken for credit more than once if the topic is different.

Justification: The English department doesn't currently offer a 300-level elective course focused on rhetoric and composition theory. The methodological and theoretical focus of the course is designed to complement the craft focus of the department's creative writing courses (210W, 211W, 301W, 302, 303W, 304). Additionally, the course is designed to build upon ENGL 200W, offering interested students an advanced elective in the field of writing studies.

d. Change in title, prerequisite and description

From:

ENGL 397. Seminar in Teaching Writing.

4 hr.; 4 cr.; Prerequisites: ~~Permission of the department and junior or senior standing.~~

~~Students participate in teaching ENGL 110 with an instructor. Work includes planning and giving lessons, holding conferences, commenting on students' papers, and attending a weekly workshop. This course may be taken twice but applied only once to the major.~~

To Read:

ENGL 397. VT: Seminar in Teaching Writing.

4 hr.; 4 cr.; Prerequisites: ENGL 170W or ENGL 200W.

Various issues in the teaching of writing. Topics may include composition theory, theory of language, community literacy practices, college writing instruction, writing center practices, and teacher or tutor training. The course may be taken for credit more than once if the topic is different.

Justification:

ENGL 397 no longer partners students with an ENGL 110 section and instructor. Students who excel in the course will instead be invited to apply for a peer tutor position at the college's Writing Center.

e. New Course

ENGL 202W. Rhetoric and Writing in English Education.

3.0 hr.; 3.0 cr.; Prereq.: ENGL 110 or permission of the instructor.

This course focuses on raising rhetorical and language awareness in English Education writing and teaching. Emergent English Educators in the course are actively involved in identifying rhetorical strategies, methods of inquiry, oral communication techniques, and revision practices that can better guide them in the teaching of writing.

Justification: A version of this required course for English Education double majors (ENGL7-12 BA) is currently taught under ENGL 201W, Essay Writing for Special Fields. In consultation with SEYS, the department has decided that the course should be given its own number and title: (1) to distinguish it from other courses taught under the rubric of English 201W; and (2) to provide a more accurate description of the course content for English Education majors.

f. Change in title and description

From:

~~ENGL 311. Literature of the Anglo-Saxon Period.~~

~~3 hr.; 3 cr.; Prereq.: ENGL 170W.~~

~~Old English literature in translation studied in the context of Western European culture of the 7th to 11th centuries. Topics include the relations between Germanic and Christian cultures, ideas of heroism, devotional practices, and feudalism. Texts and genres taken up might include Beowulf, the Old English elegies, saints' lives, riddles and wisdom literature, and sermons.~~

To Read:

ENGL 311. Medieval Literature, Pre-1100.

3.hr.; 3 cr.; Prereq.: ENGL 170W.

Old English literature in translation studied in the context of Western European culture of the 7th to 11th centuries. Topics include the relations among races, religions, and cultures, ideas of heroism,

devotional practices, and feudalism. Texts and genres taken up might include Beowulf, the Old English elegies, saints' lives, riddles and wisdom literature, and sermons. (LIT)

Justification: The new title makes ENGL 311 parallel to ENGL 312 (Medieval Literature, 1100-1500). It also replaces the designation of the period as "Anglo-Saxon," in consonance with movements in the field. Both the International Society of Anglo Saxonists and the Anglo-Saxon Studies Colloquium have changed their names in recognition of the racist histories and uses of the term "Anglo-Saxon."

2. Secondary Education and Youth Services

Change in program description:

From:

ART IN EDUCATION PROGRAM

The ~~Visual Arts~~ program provides for a ~~27~~-credit education major, designed in tandem with the studio art major of ~~42~~ credits.

Program Requirements

- Prospective Pre-K–12 art teachers major ~~in the approved 42-credit studio art major, plus a 27-credit major in art education for New York State certification.~~ Students are required to meet with a program advisor and file a major declaration card for admission to the program.
- Students must maintain a 3.0 average in education courses, and a minimum GPA of ~~2.75~~ in their ~~major~~, as well as meet the graduation requirements of the college. The requirements for New York State certification and program completion are a minimum ~~2.75~~ GPA in the studio art ~~major~~; complete the major for Art K–12 with a minimum 3.0 GPA consisting of the courses below; pass three New York State Teachers Examinations (~~NYSTCE Content Exam in Visual Arts, LAST, and ATSW~~); complete fingerprint screening; have a minimum 2.5 overall GPA; and complete ~~four~~ seminars on ~~alcohol and drug abuse~~, child abuse identification and reporting, ~~fire safety~~, and violence intervention.
- The major in secondary education for Art K–12 certification consists of the following sequence: SEYS 201W, 221, SEYS ~~or EECE~~ 340, and SEYS 350 (with a minimum GPA of 3.0) plus ~~EECE~~ 333, SEYS 365, SEYS 375 and SEYS 376 with a minimum ~~grade of B~~ for each.
- To be eligible for student teaching, students must meet the following requirements:
 1. pass 201W, 221, 340, and 350 with a combined 3.0 average;
 2. receive a ~~B~~ or higher in ~~EECE~~ 333, SEYS 365, SEYS 375 and ~~SEYS 376~~; and
 3. complete a minimum of 24 credits in the major. Students must see an advisor to obtain current information and updates about additional program certification requirements and New York State certification regulations

To read:

ART EDUCATION PROGRAM

The Art Education program provides for a 30-credit education major, and 48 credits of studio art. This program leads to New York state certification in the Visual Arts, All Grades.

Program Requirements

- Prospective Art Education majors are required to meet with a program advisor and file a major declaration card for admission to the program.
- Students must maintain a 3.0 average in education courses, and a minimum GPA of 3.0 in their studio art coursework, as well as meet the graduation requirements of the college. The requirements for New York State certification and program completion are a minimum 3.0 GPA in the studio art coursework; complete the major for Art Education with a minimum 3.0 GPA consisting of the courses below; pass three New York State Teachers Examinations (Content Specialty Exam in Visual Art, Educating All Students exam (EAS) and edTPA Performance exam) complete fingerprint screening; have a minimum 3.0 overall GPA; and complete three seminars on child abuse identification and reporting, violence intervention and dignity for all students.
- The major in secondary education for Art Education consists of the following sequence: SEYS 201W, 221, EECE 310, SEYS 340, ECPSE 350 and SEYS 350 (with a combined GPA of 3.0 and no grade lower than C) plus SEYS 333, SEYS 365, SEYS 375 and SEYS 376 with a minimum of 3.0 in each.
- To be eligible for student teaching, students must meet the following requirements:
 1. Pass SEYS 201W, SEYS 221, SEYS 340, and SEYS 350 with a combined 3.0 average;
 2. Receive a 3.0 or higher in SEYS 333, SEYS 365, SEYS 375 and;
 3. Complete a minimum of 21 credits in the education major. Students must see an advisor to obtain current information and updates about additional program certification requirements and New York State certification regulations

3. FNES

a. Change to a Program- Removal of a Course

From:

Nutrition and Dietetics Program: FNES 101, 104, 147, 203, 260, 263, 264, 275, 300, 307W, 337, 365, 366, 368, 378, 382 and 1 (3 credit) department approved elective; CHEM 101.1 and 101.3, CHEM 102.1 and 102.3 and CHEM 103.1 and 103.3; BIO 40, BIO 41 and BIO 44; PSYCH 101 and 107.

To Read:

Nutrition and Dietetics Program: FNES 101, 104, 203, 260, 263, 264, 275, 300, 307W, 337, 365, 366, 368, 378, 382 and 1 (3 credit) department approved elective; CHEM 101.1 and 101.3, CHEM 102.1 and 102.3 and CHEM 103.1 and 103.3; BIO 40, BIO 41 and BIO 44; PSYCH 101 and 107.3 and 107.1.

Justification:

FNES 147 Family Relations (3 cr.) does not meet the revised knowledge requirements of our accrediting agency, the Accreditation Council for Education in Nutrition and Dietetics. With the recent approval for the addition of FNES 382 Community Nutrition to our removal of FNES 147 (3 cr.) from our program will prevent an increase in the credits needed to complete the Nutrition and Dietetics program.

b. Change to Pre/Co-requisites

From:

FNES 264. Nutrition II. 3 hr.; 3 cr. Prereq.: FNES 263. A study of vitamin and mineral requirements; the utilization of nutrients in the body; and the application of nutritional principles. Fall, Spring

To Read:

FNES 264. Nutrition II. 3 hr.; 3 cr. Prereq. or Coreq.: FNES 263. A study of vitamin and mineral requirements; the utilization of nutrients in the body; and the application of nutritional principles. Fall, Spring

Justification:

1. Allowing students to enroll in FNES 264 and FNES 263 within the same semester will improve student understanding of the integration of digestion, absorption, and metabolism of the macro and micro nutrients and their food sources.
2. Allowing students to enroll in both courses within the same semester provides improved flexibility and timeliness to complete the Nutrition and Dietetics curriculum and meet the prerequisites for students to apply to the accelerated MS in Nutrition by their junior year.

c. Change to Prerequisite**From:**

FNES 365. Nutrition Assessment. 2 hr. lec., 2 hr. lab; 3 cr. Prereq. or coreq.: CHEM 103.1, 103.3, FNES 264 and BIOL 40 and 41. Introduction to nutrition assessment and other components of medical nutrition therapy, utilizing the nutrition care process. Fall, Spring

To Read:

FNES 365. Nutrition Assessment. 2 hr. lec., 2 hr. lab; 3 cr. Prereq. FNES 263. Prereq. or coreq.: CHEM 103.1, 103.3, FNES 264 and BIOL 40 and 41. Introduction to nutrition assessment and other components of medical nutrition therapy, utilizing the nutrition care process. Fall, Spring

Justification:

Having students take FNES 263 prior to FNES 365 will ensure students can accurately assess dietary intakes and appropriately prescribe beneficial dietary changes associated with nutrition related disease states and health conditions.

4. Math**a. Course withdrawn:**

MATH 171. Computer Solutions of Mathematical Problems.

c. Change to existing course:**From:**

MATH 151. Calculus/Differentiation and Integration. 4 hr.; 4 cr. Prereq.: ~~MATH 122, or placement by departmental exam, or permission of the department.~~ The first part of a two-semester sequence (MATH 151 and 152) intended for students who want to study mathematics, physics, chemistry, or engineering. Credit is given for each course satisfactorily completed; a student need not take the entire sequence. Students who want a less rapid introduction to calculus should take MATH 141. Topics include sets, inequalities, straight lines, circles, functions, limits, continuity, the derivative, formulas of differentiation, implicit differentiation, velocity, acceleration, maxima and minima, Rolle's theorem, the

mean value theorem, points of inflection, curve sketching, antiderivatives. Not open to students who are taking any other calculus course or have received credit, including transfer credit or advanced placement credit, for any calculus course.

Fall, Spring (MQR)

To read:

MATH 151. Calculus/Differentiation and Integration. 4 hr.; 4 cr. Prereq.: Grade of B- or above in MATH 122 or permission of the department. The first part of a two-semester sequence (MATH 151 and 152) intended for students who want to study mathematics, physics, chemistry, or engineering. Credit is given for each course satisfactorily completed; a student need not take the entire sequence. Students who want a less rapid introduction to calculus should take MATH 141. Topics include sets, inequalities, straight lines, circles, functions, limits, continuity, the derivative, formulas of differentiation, implicit differentiation, velocity, acceleration, maxima and minima, Rolle's theorem, the mean value theorem, points of inflection, curve sketching, antiderivatives. Not open to students who are taking any other calculus course or have received credit, including transfer credit or advanced placement credit, for any calculus course. Not open to students who have received either a D or F in MATH 141.

Fall, Spring (MQR)

Justification:

Students who have arrived in MATH 151 from MATH 122 with a grade lower than B- have often failed the class. We are trying to reduce the failure rate of students who need either MATH 151 or the (MATH 141 and 142) sequence

d. Change to existing course:

From:

MATH 131. Calculus with Applications to the Social Sciences I. 3 hr.; 3 cr. Prereq.: MATH 122, ~~or placement by departmental exam,~~ or permission of the department. ~~The first part of a two-semester sequence (MATH 131 and 132) intended to introduce~~ the fundamental ideas and techniques of calculus to nonscience students. Special emphasis is given to applications. ~~Credit is given for each course satisfactorily completed; a student need not take the entire sequence.~~ Topics include functions and graphs; derivatives and differentiation techniques; the marginal concept in economics; optimization methods; compound interest; exponential and logarithmic functions. Not open to students who are taking any other calculus course or have received credit, including transfer credit or advanced placement credit, for any calculus course. Fall, Spring (MQR)

To read:

MATH 131. Calculus with Applications to the Social Sciences I. 3 hr.; 3 cr. Prereq.: MATH 122, or a grade of A- or above in MATH 115, or permission of the department. Introduction of the fundamental ideas and techniques of calculus to nonscience students. Special emphasis is given to applications. Topics include functions and graphs; derivatives and differentiation techniques; the marginal concept in economics; optimization methods; compound interest; exponential and logarithmic functions. Not open to students who are taking any other calculus course or have received credit, including transfer credit or advanced placement credit, for any calculus course. Fall, Spring (MQR)

Justification:

Most people who get As in MATH 115 do well going directly into MATH 131. Only about 60% of those who get Bs in MATH 115 pass.

5. Art**a. Change in Prefix:**

From:

~~ARTS~~ 376. Senior Photography Seminar. Prereq.: Advisor approval required.

To read:

PHOTO 376. Senior Photography Seminar

Justification: Changing the course prefix to "PHOTO" will be consistent with the prefix for the other course listings for the new major (PHOTO-BFA) and minor (PHOTO-MIN) in Photography and Imaging and will result in less confusion among ART STUDIO (ARTS) offerings when students register.

b. Change in Prefix:

From:

~~ARTS~~ 377. Senior Photography Thesis. Prereq.: ~~ARTS~~ 376 Senior Photography Seminar.

To read:

PHOTO 377. Senior Photography Thesis. PHOTO 376 Senior Photography Seminar.

Justification: Changing the course prefix to "PHOTO" will be consistent with the prefix for the other course listings for the new major (PHOTO-BFA) and minor (PHOTO-MIN) in Photography and Imaging and will result in less confusion among ART STUDIO (ARTS) offerings when students register.

GCC Minutes Dated December 11, 2019

A. ITEMS FOR CAPP

1. Aaron Copland School of Music – Master of Music in Conducting

New Program: [X]

Please give HEGIS number if known to you: 1004.00

Please indicate the precise location where the new requirements should appear in the Graduate Bulletin: On page 206 of the 2019-2020 Graduate Bulletin, immediately following the requirements for the Master of Music in Classical Performance but before the requirements for the Master of Music in Jazz Studies.

Please state the requirements as you wish them to read and underline new material you are substituting: (Note: Non-underlined material in the following is taken verbatim from the MM in Classical Performance, 2019-2020 Graduate Bulletin, p. 206.)

These requirements are in addition to the general requirements for Master's degrees, listed elsewhere in this *Bulletin*.

1. A student may concentrate in one of three areas: choral conducting, orchestral conducting, or wind conducting.

2. Courses required in all concentrations are MUSIC 707, 708, 709, 771, 778 (three semesters), 779, and 788.

3. Students complete 36 credits, including 24 credits of required courses and 12 credits of electives. They conduct a full concert and write program notes on their concert repertoire. The degree requires 4 semesters in residence. Conductors normally enroll as full-time students.

4. Conductors attend rehearsals of appropriate ensembles and participate in regularly scheduled workshops during each semester of residence.

The following examinations must be passed during the course of study:

(a) Students take the Theory Qualifying Exam in *music theory and musicianship* before registering for their first semester. Each of the examination's four parts (harmonization, sight singing, dictation, and keyboard harmony) must be passed before graduation. Those students who fail in any part of the exam will consult the Graduate Advisor for coursework or other recommended study.

(b) Students are tested in the *history of music* before registering for their first semester. Those who need further work in this area will consult the Graduate Advisor for coursework or other recommended study.

(c) Students take an examination in foreign-language musical terms.

Please give a justification:

Conducting exists currently as one of four tracks within our Master of Music in Classical Performance (NYSED code 35704, HEGIS code 1004.00). The Aaron Copland School of Music is currently applying for membership in and accreditation from the National Association of Schools of Music (NASM). One of NASM's recommendations toward our accreditation is that a Master of Music in Conducting be established separately from the Master of Music in Classical Performance. NASM recommended instituting three tracks within the new degree: orchestral conducting; choral conducting; and wind-ensemble conducting. We propose this degree program as part of our initiative to receive NASM accreditation. We also take this opportunity to refine our graduate conducting curriculum and to create one new course to serve the needs of conducting students.

2. Secondary Education and Youth Services – MEd in Science and Bilingual Education

New Program:

Please give HEGIS number of known to you: 899.50

On page 98 of the Bulletin, the Table of Contents on the far right column (bottom) currently appears as:

1. Master of Science in Secondary Education (MSEd) programs
 - a. Art Education (K–12)
 - b. English Education
 - c. Literacy Education 5–12
 - d. Mathematics Education, Mathematics and Computer Science, Mathematics and Bilingual Education
 - e. Science Education (Biology, Chemistry, Earth Science, Physics)
 - f. Social Studies Education
 - g. World Languages Education (Spanish, French, Italian)

Please state the requirements as you wish them to read in the future. Eliminate whatever was crossed out above, and underline new material you are substituting or adding:

Please change to:

1. Master of Science in Secondary Education (MSEd) programs
 - a. Art Education (K–12)
 - b. English Education
 - c. Literacy Education 5–12
 - d. Mathematics Education, Mathematics and Computer Science, Mathematics and Bilingual Education
 - e. Science Education (Biology, Chemistry, Earth Science, Physics), **Science and Bilingual Education**
 - f. Social Studies Education
 - g. World Languages Education (Spanish, French, Italian)

On page 100, insert the following text in the first column, before the MSEd in Secondary Literacy 5-12:

MSEd in Science and Bilingual Education

The MSEd in Science and Bilingual Education is designed for students who have attained initial certification in science (grades 7–12) who are themselves proficient in a Language Other Than English (LOTE) and wish to gain professional certification as science teachers as well as a bilingual extension. Students completing this program will be eligible for both certification in Science (7–12) and a New York State Bilingual Extension (7–12).

	<i>credits</i>
Pedagogical Courses	
SEYS 755: <i>Cognition in Science and Mathematics</i>	3
SEYS 753: Digital Applications in Science Education	3
SEYS 754: Curriculum Innovations in Science Education	3
SEYS 777: Seminar in Research in Science Education I	3
SEYS 778: Seminar in Research in Science Education II	3
GEOL 552: GLOBE® Program Environmental Research	3
Bilingual Education Courses	
SEYS 706: Globalization and Comparative Education	3
SEYS 720: Education of Immigrant Students in the U.S.	3
SEYS 744: Methods and Materials in Teaching English to Speakers of Other Languages in the Content Areas	3
SEYS 745: Reading and Writing for Diverse Learners in Science	3
SEYS 715: Language Acquisition and Learning for Bilingual Students	3

Please give a justification for the change: New Program

The MS. Ed is designed to meet the growing demands in teaching science to linguistically and culturally diverse students in New York City. According to the recent New York City Department of Education report (2016-2017), 49% of students in New York City public schools speak a language other than English at home and the schools in which they work, and the educational community. Over 15% of New York City public school students are English language learners (ELLs) served by ESL/ENL and/or Bilingual subject matter instruction. In Queens, New York City, one in every six students is provided ESL/ENL and/or bilingual education at the high school level.

The recent New York Times report (Taylor, 2017) showed that ELLs are seriously behind their English proficient peers in high school graduation rate. While the graduation rate for English proficient students was close to 70%, ELLs had only 27% in 2016. Many science teachers today find themselves teaching in linguistically and culturally diverse schools with a large number of ELLs. They are often asked to assume multiple roles in schools and, as such, develop proficiency in a language besides English and expertise in bilingual education would be extremely advantageous (Callahan, 2013; 2017; 2018). This program is timely in light of the New York City public school Chancellor's recent announcement to implement bilingual education programs in 60 additional public schools to the existing 372 bilingual education programs. Based on the needs assessment and the changing science curriculum with the introduction of the Next Generation Science Standards (NGSS), we anticipate more science teachers will seek bilingual extensions in order to teach bilingual science classes (Abedi, 2010; Achieve, Inc., 2016; 2017). Therefore, we propose this MS Ed program in Science and Bilingual Education.

This proposal is similar to our existing MS Ed program in Science Education. By offering content courses in Bilingual Science education to our candidates with the initial science teacher certification, they will be able to expand their expertise in their initial certification area. Candidates enrolling in this MS Ed program will be assigned an advisor in Science Education and an advisor in Bilingual Education. All candidates will take 18 credits of pedagogy courses (see below) and 15 credits in Bilingual Education.

Link between Science Education and Bilingual Education

Working with ELLs who have varied English proficiency levels and literacy backgrounds, traditional science instruction is no longer sufficient or meaningful. The NSTA (National Science Teacher Association) calls for science teachers to address those ELLs' needs in science instruction (NSTA Position Statement, 2009) by using the ESL and bilingual teaching approaches and methods to teach science. Over the years, research findings in both science education and bilingual education have shown that inquiry-based bilingual science instruction is effective in promoting ELLs' learning of science and English language skills (Bruna, et al., 2007; Dong, 2002, 2013; Fradd and Lee, 1995; Lee and Fredd, 1998; Medina-Jerez, et al., 2007; Moore, et al., 2018; Rupley, 2010). A book by Roseberry and Warren entitled Teaching science to English language learners: Building on students' strengths published by NSTA (2008) provided a timely collection of principles and research-based teaching strategies that science teachers can use to teach science to ESL. This line of research argues that when students are not proficient in English and from diverse cultural and literacy backgrounds in their native

languages, science teachers need to make language and culture explicit and visible so students can learn through language transfers, code switching, and cross-cultural comparisons, etc. The essence of scientific thinking is so intertwined and integrated with language that language teaching principles and methodology in bilingual education are directly applicable to the training of secondary science teachers (Bruna, Vann, & Escudero, 2007; Callahan, 2018; Lemke, 1990).

The construct of courses in the MS. Ed in Secondary Science and Bilingual Education program is informed by learning sciences research. It has been demonstrated that learning and knowing are nuanced and that context and domain specific content are important in the transmission and formation of mathematics and science knowledge (Bruner, 2004; Lehrer & Schauble, 2006; Radford, 2002; Rogoff, 1990). Learning is always situated and shaped by experiences and how we sequence those experiences for our students (Fernandes, Kahn, & Civil, 2017). Sawyer (2006, p. 4) argues that individuals develop a deeper knowledge base when they are engaged in learning activities of professionals who work in a discipline. The main emphasis here is to construct a community of specialization and expertise fostering practices that are fundamental to the professional activities between and among bilingual, science, and mathematics educators.

Based on the needs assessment, research, and future direction of education, we propose this program that integrates science education and bilingual education in a meaningful and coherent way. Faculty members from the two programs: science education and bilingual education have been collaborating for over a year in designing the program curriculum, instruction, and assessment. To ensure quality integration, we set up the sequence of the program by first building a solid bilingual education foundation for science education students using courses, such as SEYS 706, 715. Afterwards, students will take a series of pedagogical courses (SEYS 744, 754, 745) that are specifically designed to focus on teaching science to bilingual students. In those courses, students will read, discuss, and write about issues related to how bilingual students learn science differently than monolingual students, the social, cultural, language, and educational differences of science teaching and learning for bilingual students. Students will do fieldwork in the bilingual science classrooms of local schools that have a high concentration of bilingual students. Students will end the program with a thesis researching and reflecting on relevant topics on science education for bilingual students.

B. ITEMS FOR UNIVERSITY REPORT

1. EECE (Elementary & Early Childhood Education)

a. Minor Change: Course title, course description

From:

~~EECE.722 Language Learning in Cross-Cultural Perspectives-3 hr.; 3 cr.
Required course for the B-2 MEd and for the Language and Literacy Specialty. This course examines the social and cultural bases of language acquisition and formal language education, highlighting the interrelationships between language acquisition and enculturation processes.~~

~~Major topics include: examination of cross-cultural perspectives on language acquisition, the identification of the cultural bases of school language programs, and the development of effective strategies for teaching B-2 students who come to school with diverse language experiences and capabilities.~~

To:

EECE.722 Language Development and Multilingualism in Early Childhood 3 hr.; 3 cr. This course explores the language acquisition and literacy development of multilingual children from birth to age eight. Psycholinguistic and sociolinguistic views of language are used to examine social, cultural, and cognitive aspects of language acquisition and learning. Topics include multilingual language development, multiliteracy, standard and non-standard languages, language instruction in schools, bilingual education, and other topics specific to the language learning of multilingual children. Course topics explore how early childhood educators can support students from various language backgrounds through instructional approaches that meet the needs of multilingual learners.

Justification:

The current course title and description no longer reflect the content of the course as it is used in the early childhood education graduate programs. The course title and description have been revised to reflect the primary purpose of the course as an advanced study of the language and literacy development of multilingual children in early childhood. This revision also serves to align this course with changes in state regulations that will require teacher education programs in early childhood education to offer a course in the language acquisition and literacy development of multilingual learners. The revised course title and description more clearly reflect the course content required by this regulatory change. The course as revised is expected to meet all requirements in the revised state regulations for graduate early childhood education programs. References to specific programs have been removed as the course may be offered in other early childhood education graduate programs when the new state regulations go into effect. More information on the regulatory changes referenced in this description are available here: <http://www.nysed.gov/news/2019/state-education-department-proposes-changes-enhance-teacher-preparation-programs-better>

2. FNES (Family Nutrition Exercise and Sciences)

b. Minor Change: Course title, course description

From:

~~FNES 727. Clothing and Social Science Theory. 3 hr.; 3 cr. Survey of theoretical and research-based readings in the study of clothing from sociological, psychological, economic, and anthropological perspectives.~~

To:

FNES 727. The Meanings of Dress. 3 hr.; 3 cr. The focus of this course is to expand awareness and understanding of the role dress plays in today's global society. The significance of dress will be investigated through different lenses that include psychology, sociology, culture, and sexual identity. How dress reflects self-expression, establishes social identities and affects interpersonal encounters will be examined and discussed.

Justification:

- 1) *Update course title and description: The course title and description was written over 30 years ago. The new course title and description better reflects the content taught and aligns with other colleges that teach a similar course on this topic. 2) The title of the course comes from the textbook that is used for the course: The Meanings of Dress, 4th Ed. by Miller-Spillman and Reilly. It is an excellent textbook that sparks engaging discussion among the students.*

3. FNES (Family Nutrition Exercise and Sciences)

c. Minor Change: Course description

From:

~~FNES 728. New Trends in Textiles and Apparel 3 hr.; 3 cr. Prereq.: FNES 121, Textiles. A survey of research and development and distribution of textile and apparel products in relation to consumer needs.~~

To:

FNES 728. New Trends in Textiles and Apparel 3 hr.; 3 cr. The study of the global textile and apparel industries and what influences trends to come and go. Discussions focus on cultural and societal trends, designer trends, and environmental trends that impact the industry. Learn how technology is changing the textile and apparel landscape to meet consumer demands and create unconventional textile products.

Justification:

1) *Update course description:* The course description was written over 30 years ago. The new course description better reflects the content taught to the students who will be taking the course, which are the Family and Consumer Science teachers. 2) *Eliminate pre-requisite:* The pre-requisite, FNES 121: Textiles, is a course that focuses on the physical and chemical properties of textiles. This in-depth knowledge of textiles is not needed to understand the content in this course. In addition, students enrolling in this course are all Family and Consumer Science teachers who have some background knowledge in textiles and apparel.

4. MATH (Mathematics)

d. Minor Change: Course withdrawal

MATH 611. Introduction to Mathematical Probability. 3 hr.; 3 cr. Prereq.: A one-year course in differential and integral calculus (including improper integrals). A first course in probability at an advanced level. Topics to be covered include axioms of probability, combinatorial analysis, conditional probability, random variables, binomial, Poisson, normal, and other distributions, mathematical expectation, and an introduction to statistical methods. Not open to students who have received credit for MATH 241 or 621. May not be counted toward the Master of Arts degree in Mathematics. Spring

Justification:

MATH 611 is equivalent to MATH 241 (and students did not receive graduate credit for the class). Originally it was created for Math Education graduate students, but now no one gets into the Math Education graduate program without MATH 241. We will run a section of MATH 241 at night for the small number of incoming graduate students who need to see this content.

5. MATH (Mathematics)

e. Minor Change: Course prerequisite or corequisite

From:

MATH 633. Statistical Inference. 3 hr.; 3 cr. Prereq.: A semester of intermediate calculus (the equivalent of MATH 201) and either an undergraduate probability course which includes mathematical derivations or MATH 611 or 621. Basic concepts and procedures of statistical inference. Not open to students who are taking or who have received credit for MATH 369. Students may not receive credit for both MATH 369 and 633. Spring

To:

MATH 633. Statistical Inference. 3 hr.; 3 cr. Prereq.: A semester of intermediate calculus (the equivalent of MATH 201) and either an undergraduate probability course which includes mathematical derivations (the equivalent of MATH 241) or MATH 621. Basic concepts and procedures of statistical inference. Not open to students who are taking or who have received credit for MATH 369. Students may not receive credit for both MATH 369 and 633. Spring

Justification:

MATH 611 is being eliminated; we are highlighting the equivalent undergraduate course.

6. MATH (Mathematics)

f. Minor Change: Course prerequisite or corequisite

From:

MATH 635. Stochastic Processes. 3 hr.; 3 cr. Prereq.: MATH ~~611~~ or 621. A study of families of random variables

To:

MATH 635. Stochastic Processes. 3 hr.; 3 cr. Prereq.: MATH 241 or 621. A study of families of random variables

Justification:

MATH 611 is being eliminated; we are highlighting the equivalent undergraduate course.

7. Aaron Copland School of Music (Music)

g. New Course

MUSIC 771, Performance Literature Seminar. 3 hr.; 3 cr.

Prereq.: Permission of department.

Course description:

A study of the repertoire for (1) chorus, (2) orchestra, or (3) wind ensemble. These topics will be offered on a rotating basis. This course is required of MM students in conducting. Conductors should take the version of the course that corresponds to their area of concentration. The course is available as an elective to other graduate students in music.

Justification:

The course is intended, first of all, to fill any gaps in students' knowledge of the musical repertoire for their type of ensemble (chorus, orchestra, or wind ensemble). Through regular assignments and a final paper/presentation, students develop their analytical skills and writing abilities, and they learn to make connections between analysis and performance. Finally, students learn how to select appropriate repertoire for ensembles of varying backgrounds, age levels, and technical ability.

Projected Enrollment: 12 students

Projected Frequency: Once per year (either fall or spring)

8. SEYS (Secondary Education and Youth Services)

h. Minor Change: Course title, course description

From:

On page 105 of the Graduate Bulletin.

SEYS 572.2. ~~Initial Clinical Experience~~ in Science for Secondary School.

To:

On page 105 of the Graduate Bulletin in the right column at the top.

SEYS 572.2. Student Teaching I in Science for Secondary School (7-12). 3 hr. plus 280 hours of fieldwork; 3 cr. Coreq.: SEYS 552, SEYS 536, SEYS 362, Submission of CST official score report, with overall score and sub-scores (candidates who do not pass must develop a remediation plan signed by advisor prior to student teaching). Student Teaching I is the first student teaching experience that is designed to provide undergraduates and graduates in the secondary education program with school-based classroom experiences that prepare them to effectively student teach at the secondary school level. Students are placed at a secondary school setting under the guidance of a school-based teacher, and college-based supervisor. Aspiring teachers will learn how to plan and implement lessons based on knowledge of subject matter, and how students learn and develop; as well as how to create learning environments which encourage

positive social interactions and active participation. In addition, aspiring teachers will learn how to adapt instructional and assessment strategies to the diverse needs, interests and abilities of learners.

Justification:

The catalogue contained an incomplete description of the nature and role of the first student teaching experience. The general description for ICE found on page 103 is insufficient to describe the first semester requirements for the science education program.

9. SEYS (Secondary Education and Youth Services)

i. Minor Change: Course title, course description

From:

On page 105 of the Graduate Bulletin.

SEYS 572.4. Student Teaching in Science for Secondary School.

To:

On page 105 of the Graduate Bulletin in the right column at the bottom.

SEYS 572.4. Student Teaching II in Science for Secondary School (7-12). 3 hr. plus 360 hours of fieldwork; 3 cr. Prereq.: a minimum grade of B in SEYS 582 and SEYS 572.2 and a 3.0 GPA in SEYS courses; candidates must have a prepared edTPA portfolio submitted on Chalk & Wire. Student Teaching II is a full time clinically-rich student teaching experience that is designed to provide graduates in the secondary education program with school-based classroom experiences that prepare them to effectively student teach at the secondary school level. Students are usually placed at a secondary school setting under the guidance of a school-based teacher, and college-based supervisor. Aspiring teachers will demonstrate an understanding of planning and implementing lessons based on knowledge of subject matter, and how students learn and develop; as well as how to create learning environments which encourage positive social interactions and active participation. In addition, aspiring teachers will demonstrate how to adapt instructional and assessment strategies to the diverse needs, interests, and abilities of learners. It should be noted that Student Teaching II is considered a level III assessment where candidates are required to demonstrate their ability to plan, instruct and assess at a proficient to exemplary level of performance.

Justification:

The catalogue contained an incomplete description of the nature and role of the second student teaching experience. The general description for student teaching found on page 103 is insufficient to describe the second semester requirements for the science education program.

10. SEYS (Secondary Education and Youth Services)

j. Minor Change: Course title, course prerequisite or corequisite, course description

From:

On page 109 of the Graduate Bulletin in the right column at the top.

SEYS 753. ~~Computer Applications in Science Education~~. 3 hr.; 3 cr. Prereq.: Matriculation into the MS in secondary science education, ~~an introductory course in computers~~, and/or permission of the instructor. Science teacher candidates enrolled in this course will examine the fundamental issues, concepts, and best practices surrounding the use of ~~multimedia computer systems in science education~~. They will learn how to use a ~~multimedia computer system, courseware and Internet resources~~ to support science instruction at the secondary level. Some of the teaching and learning activities will take place online.

To:

SEYS 753. Digital Applications in Science and Technology Education. 3 hr.; 3 cr. Prereq.: Matriculation into the MAT or MS in secondary science education, initial certification, and/or permission of the instructor. Science teacher candidates enrolled in this course will examine the fundamental issues, concepts, and best practices surrounding the use of multimedia in science education. They will learn how to use multimedia digital systems, hardware, software, and Internet resources to support science instruction at the secondary level. Some of the teaching and learning activities will take place online.

Justification:

The topics covered in the course span several different technological devices, many of which may not be considered a "computer." The speed at which technology advances requires a broad term to appropriately describe the content of the course. The new course description better fits the course topics and content that is covered.

11. SEYS (Secondary Education and Youth Services)

k. Minor Change: Course title, course prerequisite or corequisite, course description

From:

On page 111 of the Graduate Bulletin in the left column at the top.

SEYS 777, 778. Seminar in Research in Science Education. 3 hr.; 3 cr. each course. Prereq.: For SEYS 777, matriculation in MS in Education (science) program, completion of 20 graduate credits, and 30 credits (undergraduate and graduate) in general science; for SEYS 778, SEYS 777 during the preceding semester.

To:

SEYS 777. Seminar in Research in Science Education I. 3 hr.; 3 cr. each course. Prereq.: Matriculation in MAT or MS in Education (science) program, initial certification, completion of 20 graduate credits, and 30 credits (undergraduate and graduate) in general science. The course focuses on educational research methodology to prepare students to use appropriate models, research designs, and evaluation techniques and to study educational problems in the areas of science and technology. Students will develop a proposal for a science education field-based research project that will be conducted in SEYS 778.

Justification:

The catalogue contained an incomplete description of the nature and role of the science education research course. In addition, the MAT program has been added to the course description.

12. SEYS (Secondary Education and Youth Services)

I. Minor Change: Course description

From:

On page 111 of the Graduate Bulletin in the left column at the top.

SEYS 777, 778. Seminar in Research in Science Education. 3 hr.; 3 cr. each course. Prereq.: For SEYS 777, matriculation in MS in Education (science) program, completion of 20 graduate credits, and 30 credits (undergraduate and graduate) in general science; for SEYS 778, SEYS 777 during the preceding semester.

To:

SEYS 778. Seminar in Research in Science Education II. 3 hr.; 3 cr. each course. Prereq.: Matriculation in MAT or MS in Education (science) program, initial certification, an approved research proposal from SEYS 777. This course is the second of two consecutive courses in research techniques and research study findings in science education. The objective is to introduce graduates to tools used in research and study how data are used to look more carefully at cause and effect in teaching and learning. In the process, graduates will complete an original

research study in an area of interest. The study is expected to be well-designed and follow the appropriate APA format for a publishable paper. Quantitative studies that rely on numerical data analysis and qualitative studies that rely more heavily on observational, descriptive measures will be reviewed. Further, common statistical procedures used in various studies will be discussed.

Justification:

The catalogue contained an incomplete description of the nature and role of the science education research course. In addition, the MAT program has been added to the course description.

13. SEYS (Secondary Education and Youth Services)

m. New Course

SEYS 756 Mobile Science: Data-Based Decision Making 3 hr.; 3 cr.

Prereq.: None

Course description:

This course is designed to tap student motivation by using personal technologies such as mobile phones and tablets as tools for conducting authentic science investigations. The workshop provides tools to find and use real-time data and the analytical pedagogical foundation of how to use large data sets to engage students in detecting patterns in the natural environment. Data analytics is especially important in the 21st century because of two advances: computational power and a veritable explosion in the quantity of collected data.

Justification:

This course will serve as an advanced pedagogical content course in the Science Education Program. It is intended for students pursuing professional development in science education. Science and mathematics are largely abstract and theoretical content areas that require not only advanced understanding of pedagogical content knowledge but also learning trajectories in science and mathematics. Next Generation Science Standards (NGSS) require students to be able to use and interpret real-world data in order to make critical decisions. In doing so, students will be required to work within the foundational structure of claim, evidence, and reason. The objective of this class is to provide specific pedagogies for STEM instruction that are supported by NGSS and advances in cognitive science.

Projected Enrollment: 15 students

Projected Frequency: Spring

On-line Instruction (If any or all class instruction is to be held on-line, please describe the rationale for this approach. Discuss the skills/training required of the instructor, and describe how instructor and students will interact on-line.): The theoretical framework and the pedagogical content strategies involve the use of mobile devices for data analysis. Therefore, the online instructional format mirrors the pedagogical techniques taught in the course for a fully-immersive learning experience. Students must be comfortable and flexible with the online course format to better integrate mobile technologies into their own teaching. The online learning experience will facilitate the optimum learning environment for the content of this course.

14. SEYS (Secondary Education and Youth Services)

n. Program Change: Change in requirements for degree/certificate

The program change is an addition of a new elective course offering in the Science MSED and MAT programs, under the category of “Pedagogical Content Courses” for Science on page 103 of the Graduate Bulletin.

From:

On page 103 of the Graduate Bulletin, it currently reads:

Science (18 credits) Pedagogical Content Courses
SEYS 753 or 754

To:

Science (18 credits) Pedagogical Content Courses
SEYS 753 or 754 or 756

Justification:

This new course will be added to the elective pool for both the Science MSED and MAT, along with the current offerings, SEYS 753 and 754. This third elective option will give the faculty the option of rotating these three elective classes for different populations of students, will increase the fully online offerings in both graduate science programs, and will enhance both graduate programs with regard to courses addressing student use of technology.

**FACULTY SENATE ROSTER
2019-2021**

Attendance-December 12, 2019

<u>DEPARTMENT</u>	<u>DELEGATE</u>	<u>ALTERNATE</u>
Accounting & Information Systems	Renee Weis	-1Yr Jeffrey Salenstein
Anthropology	Omi Elisha 6	-1Yr. Kate Pechenkina
Art	Andrew DeRosa 12	-2Yr. Chloe Bass
Biology	Karl Park	-1Yr. Mitchell Baker
Chemistry & Biochemistry	Cherice Evans	-1Yr Junyong Choi
Classical Middle Eastern & Asian Languages and Cultures	Namhee Han 17	-1Yr. Xiao Li
Comparative Literature	Charles Martin 10	-2Yr. Christopher Winks
Computer Science	Kenneth Lord 18	-1Yr. Robert Goldberg
Drama, Theatre & Dance	OPEN	-1Yr. OPEN
Earth & Environmental Sciences, School of	William Blanford 14	-2 Yr. Jackie Bracco
Economics	Natalia Candelondono 20	-1Yr Matthew Bradbury
Elementary and Early Childhood Education	Karla Manning	-2Yr. Ashraf Shady *
Secondary Education and Youth Services	Leslie Grey 26	-1Yr. Theresa Gurl 16
Educational & Community Programs	Cliff (Yung-Chi) Chen	-1Yr. Sun A. Kim
English	Miles Grier	-2Yr. Sue Goldhaber
European Languages & Literatures	Karen Sullivan 3	-1Yr. Svetlana Cheloukhina
Family Nutrition & Exercise Sciences	Aaron Balachandran *	-2Yr. Allison Charry
Graduate School of Library & Information Studies	Roberta Brody	-2Yr. Shihong Wu 21
Hispanic Languages & Literatures	Monica Casco	-2Yr. Brasis Outes-Leon
History	Sarah Covington 1	-1Yr. Kara Schlichting 8
Library	Simone L. Yearwood	-2Yr. Annie Tummino
Linguistics & Communication Disorders	Ardene Kraat	-2Yr. Michael Newman

Mathematics	Joe Pastore	-2 Yr. 5	Adam Kapscher	-2 Yr.
Media Studies	Joy Futura	-1 Yr.	Sera Hinojos	-1 Yr.
Music, Aaron Copland School of	Susan Davis	-2 Yr. 9	Jeff Nichols	2Yr
Philosophy	Stephen Grover	-2 Yr. 12	OPEN	-2Yr.
Physics	Timothy Benseman	-1Yr. 15	Euclides Almeida	-1 Yr.
Political Science	Alexander Reichl	-2 Yr.	John Bowman	-2 Yr.
Psychology	Claudia Brumbaugh	-1 Yr.	Patricia D'Aleno	-1Yr.
Sociology	Nicholas Alexiou	2	Steven Leventhal	-2 Yr.
Urban Studies	James Vecch	27	Chris Ioannides	-1Yr.

DIVISIONAL AT LARGE

Arts & Humanities	Dustin Orrella	-1Yr.	OPEN	-1Yr.
Social Sciences	Blena Frankels-Syrett	-1Yr.	Elizabeth Hendley	-1Yr
Education	Pam Gerstson-Warshba	2Yr *	OPEN	-2Yr
Mathematics & Natural Sciences	Sieven Schwartz 15	-2Yr	George Hendry	-2Yr 22

COLLEGE-WIDE AT LARGE

	Marco Navarro	-2Yr	OPEN	-2Yr
	Charles Gomez	-1Yr	David Blach	-1Yr
	Ronald Rothenberg	24	OPEN	-1Yr
	Allan Judman	-1Yr	OPEN	-1 Yr

COLLEGE WIDE AT LARGE - ADVUNY

	Jennifer Valad	2	-2Yr James McElwaine	-2Yr 23
--	----------------	---	----------------------	---------

ATTENDANCE -December 12, 2019

QUEENS COLLEGE
ACADEMIC SENATE
EX OFFICIO (NONVOTING) MEMBERS

- Dr. William Trantoniano, Interim President
- Sandy A. Curko, Interim General Counsel
- Meghan Moore-Wilk Interim Chief of Staff
- Dr. June Bobb, Assistant VP for Enrollment and Student Retention
- Dr. Elizabeth Hendley, Provost
- Dr. Kristin Hart, Chief Librarian
- Dr. Jay Hershenson, VP for Communications and Marketing and Senior Advisor to the President
- Adam Rockman Vice President for Student Affairs
- Dr. Alicia Alvarez, Associate Provost for Academic and Faculty Affairs
- Dr. Eva Fernandez, Associate Provost for Innovation and Student Success
- Dr. Yongwu Rong, Associate Provost for Research and International Programs
- Mr. William Keller, VP for Finance and Administration
- Dr. William McClure, Dean for Division of Arts and Humanities
- Dr. Michael Wolfe, Dean of Social Science
- Dr. Daniel C. Weinstein, Acting Dean of M&NS
- Dr. Craig Michaels, Dean of the Division of Education
- Vacant, Office of Registrar
- Mr. Joseph Cobourne, President Student Association
- Dr. Dave Fields, Esq., Parliamentarian
- Mr. Vincent Agrisanti, Executive Director of Enrollment and Admissions
- Dr. John Andreyjack, Executive Director of the Student Union
- Dr. Richard P. Alvarez, VP of Enrollment and Retention
- Dr. Cheryl Litman, Dean of Institutional Effectiveness
- Dr. Glenn Burger, Dean of Graduate Studies

CHAIRPEOPLE OF STANDING COMMITTEES

- ✓ Peshi Wang, Nominating Committee
- ✓ Ken Lord, Undergraduate Curriculum Committee

GUESTS

- ✓ Laura Silverman
- ✓ Mohammed Ashraf

Attendance -December 12, 2019

Queens College
of The City University of New York
ACADEMIC SENATE STUDENT MEMBERS
2019-2020

All Large

STUDENTS

Delegates

Alternates

- | | | |
|-----------------------|-------------------|---|
| 1. OPEN | Siddharth Halvija | 7 |
| 2. Zaire Couloute | 13 | |
| 3. Jennifer Fernandez | | |
| 4. Hafsa Massoud | | |
| 5. Shomna Islam | | |
| 5. Enrique Peña | | |
| 7. Aimen Hassan | | |
| 8. Karandeep Singh | | |
| 9. Gurleen Boparai | 4 | |
| 10. Elaine Baksh | | |

Undergraduate Upper Junior - Senior

- | | |
|--------------------|---|
| 1. Mantvab Farooqi | 4 |
| 2. Daniel Y akubov | |
| 3. Yana Zheng | |

Undergraduate Upper Sophomore - Lower Junior

- | | |
|---------------------|---|
| 1. Alibaidar Hassan | 4 |
| 2. Rolando Martinez | |
| 3. David Mainovsky | |

Undergraduate Freshman - Lower Sophomore

- | | |
|-------------------|---|
| 1. Thomas Olsen | |
| 2. Zainab Farooqi | 4 |
| 3. Rida Zaidi | |

SEEK

- | | |
|------------------|--|
| 1. Wilson Delmas | |
|------------------|--|