



Supporting Muslim Students

Course Description:

With over 1.6 billion people who actively practice the faith and its traditions, Islam is the second largest world religion (World Atlas, 2017). Today, teachers and administrators are seeing an increase in students who actively practice their faith in school, are more involved in social justice issues, and have a desire to have updated and relevant curricula in their school.

This course will cover the Islamic faith, its traditions, and the experience of Muslim students in today's educational setting. Participants will be guided through the process of supporting Muslim students and be given ideas on how to ensure students with different faith traditions and beliefs find a voice to express their needs and interests in their classrooms.

At the end of this course, participants will reflect on new learning in this course and develop an implementation plan to utilize in their work.

Clock Hours / Continuing Education Units: 10

Learning Objectives:

- Identify key concepts facts about Islamic faith
- Demonstrate an awareness of the role Islam can play in the life of a student, and their learning process
- Evaluate strategies to ensure Muslim students can voice needs and ideas related to their education and learning
- Develop new lessons that can be used in the classroom and professional development setting

Course Requirements: To receive full credit for the course, participants must complete ALL assignments. Failure to complete all assignments will result in a non-passing grade

Getting Started:

- After registering for the course, you will be sent an email with the website address, password and course key you need to access your online course, along with login instructions.
- Access each assignment through the course home page. All assignments will be submitted through the Moodle platform on each respective assignment page.
- Please save a backup copy of all course assignments and completed work.

Course Outline:

Lesson Number	Lesson Description	Clock Hours
1	Introductions and Overview: Take the time to get to know the class layout, read over the Help section, and review any other materials present in the class to get started. Take your time!	0.2 Hours
2	The Islamic Faith – In this lesson, participants will read articles explaining some of the key points of Islam, and the history of the faith tradition. They will then take a quiz on the basics of Islam and how it can impact a student's life.	0.85 Hours
3	Islamophobia – In this lesson, participants will read articles explaining how islamophobia can influence the student experience. Additionally, participants will be asked to complete a quiz on islamophobia and creating supportive environment for every student.	0.85 Hours

4	Microaggression – Participants will learn about what microaggressions are and examples of microaggressive behaviors in the classroom.	0.85 Hours
5	Addressing Bullying – In this lesson, participants are given readings on the prevalence of bullying for Muslim students, as well as how to recognize bullying. Participants are then assigned a quiz on understanding basic concepts.	0.85 Hours
6	Discrimination – In this lesson, participants will read articles about different forms of discrimination faced by Muslim students. After assigned materials are reviewed, participants will take a quiz on why it is important to be an advocate for all students and the basics of what discrimination is and looks like.	0.85 Hours
7	Supporting Students Everyday – In this lesson, participants will read about ways to include diversity in the classroom and integrate teaching styles to accommodate all students. They will also read on how to empower students to take responsibility for their own learning.	0.85 Hours
8	Religious Freedom in School – Participants will review information on students’ freedom of expression under the Constitution. They will then be quizzed on key concepts and how to support each student in the classroom.	0.85 Hours
9	Teaching Social Justice – In this lesson, participants will review Banks’ Four Approaches to Multicultural Education and reflect on the ways they can use these approaches to combat Islamophobia in their schools and communities.	0.85 Hours
10	Course Reflection: In this lesson, participants will write a summary of their reflections throughout the course, including new learnings	1.00 Hours
11	Implementation Plan: For this final portion of the course, participants will develop a lesson that can be utilized in the classroom, homeroom period, or professional development training that encompasses the new learnings within this course.	2.00 Hours
TOTAL HOURS		10 Hours

Student Requirements and Assessment: No outside materials will be required for the completion of this course.

Participants will be assessed in three different ways:

- Quizzes:** Participants are required to complete a series of electronic quizzes to assess their understanding. Participants can earn up to 64 points total for the course. Each quiz may be taken up to three times, with the highest score recorded in the final grade. All quizzes must be completed in order to earn credit.
- Course Reflection:** Participants will be required to write a reflection summarizing their new learnings within the course. Participants can earn up to 10 points total for the reflection. The reflection will be graded using the following rubric:

Grading Rubric for Discussion Forums		
		Points
Critical Thinking	Makes connections to the other content and real-life that are supported by reference(s) and/or example(s)	2
	Offers new ideas, connections, or applications	1
	Expresses and justifies personal opinion	1
Assignment Specific Criteria	Addresses all parts of the reflection	6
Total Points Possible		10

- 3. Implementation Plan:** Participants will construct an implementation plan for how their new knowledge can be directly implemented into the classroom, training setting, or professional development environment. Implementation plans will be graded using the following rubric:

Grading Rubric for Implementation Plan		
		Points
Background Information	Lesson / Title Identified	1
	Target Audience and Subject/Course Setting Identified	1
	Learning Goals are measurable objectives students are expected to meet by the end of the lesson.	2
	Lesson Ties to Specific State Standards for Students, Educators, or Professionals	2
	Materials Listed	1
Lesson Plan	<i>Engage:</i> Lesson hooks audience and introduces lesson effectively.	5
	<i>Explore and Explain:</i> Lesson actively engages participants in learning new material using best practices.	5
	<i>Evaluate:</i> Lesson effectively assesses participant understanding.	5
Implementation	Writing is clear, well developed, and organized. No or few grammar and spelling errors	2
	Is realistic in their approach – understands limitations may exist	2
Total Points Possible		26

Grading Scale:

100-80% (80-100 Points)	Pass
79%-Below (<80 points)	No Pass

Americans with Disabilities Act: If you are a student with a disability and require any auxiliary aids, services, or other accommodations for this class, please email academy@iowasafeschools.org or call 515.381.0588.

Professional Development: Prior to purchasing a course registration, it is your responsibility to ensure that National Safe Schools Convening Online Academy coursework satisfies the license renewal requirements for your state and/or district.