![safe schools academy logo]

Course Syllabus: Supporting Muslim Students

Number of Credits: 1*

Course Instructors: Mark Busch

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, it's 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.

Learning Objectives:

Upon completion of this course, students will be able to:

- 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
- Create a plan to support faith traditions of each student
- Develop strategies to ensure Muslim students can voice needs and ideas related to their education and learning

* Course Requirements:

To receive full credit for the course, participants must complete ALL assignments and respond to specific questions outlined in each assignment. Failure to complete all assignments will result in a disqualification in the course and a failing grade.

Other Course Information:

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.

Participation

- You are not required to be present (i.e. online) specific days or times. You will work at your own pace. The course is structured in 3 Weekly Units, however all assignments will not be due until the final day of the course.
- All responses will be posted online. Large documents, files, photographs or PowerPoint presentations may be attached as part of your response by using the "Submit A File" option.
- You may work collaboratively and submit similar responses on all assignments except for quizzes which must be done individually.

Research

GSAs are shown to be a best practice in reducing bullying and ensuring students feel safe and supportive in their schools and communities.

Supporting Muslim Students: A Guide to Understanding the Diverse Issues of Today's Classrooms

Laura Mahalingappa (Author), Terri Rodriguez (Author), Nihat Polat (Author)

Description: This book provides school professionals - including teachers, principals, counselors, psychologists, and administrators - with a practical guide for supporting Muslim students in PK-12 schools. It is important that school professionals are culturally responsive and understand students' backgrounds in planning effective instruction and creating safe schools. However, in the post-9/11 world, negative biases and stereotypes permeate mainstream discourses. Muslim students and their families often find themselves in conflict with school practices, procedures, and policies and do not often find themselves represented in the curriculum.
This book provides a practical guide to the important issues that may impact the lives and education of Muslim students. This books give essential information about Islam and Muslim students from authentic perspectives.

ISBN-10: 1475832958

Muslim Students, Education and Neoliberalism: Schooling a 'Suspect Community' (1st ed. 2017 Edition)

Máirtín Mac an Ghaill (Editor), Chris Haywood (Editor)

Description: This edited collection brings together international leading scholars to explore why the education of Muslim students is globally associated with radicalisation, extremism and securitisation. The chapters address a wide range of topics, including neoliberal education policy and globalization; faith-based communities and Islamophobia; social mobility and inequality; securitisation and counter terrorism; and shifting youth representations. Educational sectors from a wide range of national settings are discussed, including the US, China, Turkey, Canada, Germany and the UK; this international focus enables comparative insights into emerging identities and subjectivities among young Muslim men and women across different educational institutions, and introduces the reader to the global diversity of a new generation of Muslim students who are creatively engaging with a rapidly changing twenty-first century education system. The book will appeal to those with an interest in race/ethnicity, Islamophobia, faith and multiculturalism, identity, and broader questions of education and social and global change.

ISBN-10: 1137569204

INTASC Standards that are addressed in this course:

- 2. The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.
- 3. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
- 4. The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving and performance skills.
- 5. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- 6. The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- 7. The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- 9. The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professional in the learning community) and who actively seeks out opportunities to grow professionally.
- 10. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Assignment Checklist

Week	Topic/Activity	In Class	Out of Class
	Getting to Know the Class; Additional Readings: Take the time to get to know the class layout, read over the Help section, and review any other		3 hrs

	materials present in the class to get started. Take your time!		
1	**Getting Started**		
	Discussion: Introductions – In this activity, participants will have the opportunity to introduce themselves to their cohort, and state why they are interested in learning more about Islam. In addition, they are encouraged to build their user profile, so fellow participants can get to know them better.	1.5 hrs	3 hrs
	Discussion: The Islamic Faith – In this activity, participants will read articles and watch seminar videos 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.	2 hrs	3hrs
	Discussion: Islamophobia– In this activity, participants will watch a number of news clips highlighting examples of islamophobia. They will then read an article 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.	1.5hrs	2.5 hrs
2	**Diving Deeper**		
	Discussion: Microaggression – Participants will go back into their communities but this time in a place they frequent (restaurant, house of worship, gym, etc.) and write about microaggressions they	1.5hrs	3.5 hrs

	witness. They are also tasked with exploring microaggressions in their schools. They will also take a quiz on microaggressive behavior and how to address it.		
	Discussion: Addressing Bullying– In this activity, participants are given reading and activity assignments on the prevalence of bullying for Muslim students, as well as how to recognize bullying. In addition, they will watch a brief webinar by the instructor, outlining the importance of outward support of Muslim students, and intervening when bullying occurs. Participants are then assigned a quiz on understanding basic concepts.	1.5hrs	3.5 hrs
	Discussion: Discrimination – In this activity, 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.	1.5hrs	2.5 hrs
3	**Putting it to Work**		
	Discussion: Supporting Students Everyday – In this activity, 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. After reviewing materials, participants are tasked with a	2 hrs	3 hrs

	quiz on materials reviewed, and how to enrich the whole classroom.		
	Discussion: Discussion: Religious Freedom in School – Participants will review articles and materials, and summarize the information. They will also need to research information on student rights on their own. They will then be quizzed on key concepts and how to support each student in the classroom.	1.5hrs	3 hrs
	Final Assignment: Create a Plan to Support Muslim Students – In the final assignment, participants will create a comprehensive plan to support Muslim students in their classrooms, and how they will create safe spaces in their classrooms.	2 hrs	3 hrs
	Total Class Time	15 hours	30 hours

Coursework

Participants can earn up to 100 points total for the course. The following table depicts the breakdown of points possible for the required coursework

Activity	Points
7 Quizzes (5 points each)	35
1 Introduction and 3 Discussions (10 points each)	40
Final Implementation Plan/Paper	25
Total	**100**

Grading Scale – Graduate Credit

100-90% (100 - 90 points)	A
89-80% (89 – 80 points)	B
79-70% (79 - 70 points)	C
69-60% (69 - 60 points)	D
59%-Below (<59 points)	F

Grading Scale - License Renewal Credit

100-80% (100 - 80 points)	P
79%-Below (<79 points)	NP

Student Requirements

Students are required to:

- Participate in **ALL** discussion forums and Quizzes
- Complete a final implementation plan

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 see the instructor to discuss your accommodation needs.

Grading Rubrics for Individual Activities

1 Introduction & 3 Discussions(40 points possible)

Discussion Forums are asynchronous ways to engage in class discussions. They require you to submit an answer to a question and respond to the posts of other peers. Because they are an integral part of sharing strategies, analyzing research, and sharing ideas, discussion forums in this course comprise a significant percentage of your final grade. It's highly recommended that you read and respond to more than the required two peer postings because greater participation will facilitate a greater depth of understanding. Additionally, it's important to make posts in a timely manner to benefit from peer responses.

Grading Rubric for Discussion Forums		
		Points
Critical Thinking	Makes connections to the other content and real=life that are supported by reference(s) and example(s)	2
	Offers new ideas, connections, or applications	2
	Expresses and justifies personal opinion	2
Assignment Specific Criteria	Addresses all parts of the assignment, cites sources	2
Participation (Responses to at least 2 peer posts)	Responds to other posts (when available)	2
Total Points Possible		10

Final Assignment (25 points possible)

  The final assignment is a critical part of this course. Participants must complete a two-page final assignment. The paper is meant to be a reflection as well as a chance to state what you will use going forward. The rubric below will be used to grade the final assignment, but additional details will be provided within the course.

Grading Rubric for Implementation Plan		
		Points
Critical Thinking	Highlights any new knowledge gained as a result of course.	5
	Offers new ideas, connections, or applications	5
	Expresses and justifies personal opinion	3
	Discusses Overall Implications	2
Assignment Specific Criteria	Addresses all parts of the assignment, cites sources	2
Mechanics	Writing is clear, well developed, and organized, No or few grammar and spelling errors	2
Implementation	Clearly states ideas to use in the future	2
	States resources to be used	2
	Is realistic in their approach – understands limitations may exist	2
Total Points Possible		25