



Your Journey from Admission to Graduation

1 Find your certificate program

MECCA Institute offers a core Chaplaincy certificate program with three determinate ends: Pastoral Counseling and Care; Muslim Leadership and Interfaith Community Relations, all entirely online. MECCA Institute has a chaplaincy program that will set your future in motion.

2 Decide on which program works best for you

If you have questions about our programs or just want more information, our academic advisors are here to help. Each program has an assigned advisor with expert knowledge of the degree.

3 Fill out an application

Ready to get started? Click the Application Form and download the form. Submit your completed application and additional documents in pdf form. Our admissions department will evaluate your application and work with you throughout the enrollment process.

4 Begin classes in August 2017

MECCA Institute begins its full-time program each Fall semester. In 2019, we will initiate our part-time program. Students can begin their part-time program in the Fall or Spring semesters. Learn more about MECCA Institute's online student experience and related resources through step-by-step video tutorials. *Note: The following link will take you away from this website.*

5 Participate in your courses

From your first day of classes, you'll experience our innovative courses and curricula no matter which degree you choose. MECCA Institute's chaplaincy program uses cutting-edge educational technology to deliver engaging coursework and to connect you with your professors and classmates.

6 Graduate with your certificate

You've dedicated your time and energy to earning your Chaplaincy certificate. After all the tests, quizzes and papers, it's time to celebrate you and your bright future. Whether you travel to MECCA Institute's summer graduation seminar and graduation ceremony, or celebrate your achievement at home, you can proudly call yourself a MECCA Institute alum.

**MECCA INSTITUTE
CHAPLAINCY CERTIFICATE PROGRAM**

**ACADEMIC CALENDER
YEARS – 2017 – 2018 – 2019**

INDUCTION COURSE: (ALL ENTERING STUDENTS)

Monday, August 8 through August 18, 2017

FALL SEMESTER: 2017

Monday, August 21 through December 13, 2017
Exams: December 15 through December 21, 2017

SPRING SEMESTER: 2018

Monday, January 8 through May 4, 2018
Exams: May 7 through May 13, 2018

SUMMER SEMESTER I: Language Courses

Monday, May 21 through June 22, 2018
Exams: Weekly

SUMMER SEMESTER II: Language Courses

Monday, June 25 through July 27, 2018
Exams: Weekly

INDUCTION COURSE - FALL 2018:
(ALL ENTERING STUDENTS)

Monday, August 6 through August 17, 2018

FALL SEMESTER: FALL 2018

Monday, August 20 through December 7, 2018
Exams: December 10 through December 15, 2018

SPRING SEMESTER: 2019

Monday, January 7 through May 3, 2019
Exams: May 5 through May 11, 2019

SUMMER SEMESTER I: Language Courses

Monday, May 13 through June 20, 2019
Exams: Weekly

SUMMER SEMESTER II: Language Courses

Monday, June 24 through July 28, 2019
Exams: Weekly

Tentative Courses

Student will need at least 12 courses to meet graduation standards. Students must cover a minimum of 8 to 9 core courses for their individual Chaplaincy program tract. The additional 3 to 4 courses will be focused on specialized training. All students are required to take the Induction Course and six of the core courses during their first year. If you are full-time student, during your second year you would complete the two additional core courses and the additional 3 to 4 specialized courses. If you are a part-time student, you would begin your specialized training in your third year of study. (Please see Chaplaincy Program.)

Note: Each student will still have to meet our Arabic language intermediate level requirement to graduate.

INDUCTION COURSE:

DAAYIEE ABDULLAH (USA)

This course is a mandatory introduction course to provide an overview of the Abrahamic faiths. It will include an overview of world religions and specifically delve into early Abrahamic faith and how it flowed through Judaic, Christian and Islamic discourse.

ISLAMIC HISTORY:

MAMADOU: (UK)

The course is divided into two modules, one each semester: Early Islamic History and Contemporary Islamic History. The main objective of each module is to enable a critical understanding of the history of Islam and help students develop a more balanced view of the faith.

A. Islamic History

This course would look at the influences on Arabia from earlier Arab, Jewish and Christian history. Setting the stage for the revelation and coming of Islam. The course then delves into Islamic History from its inception in the seventh century up until the contemporary period. The following lectures will be covered:

Early History of Islam

1. Arabia and the Emergence of Islam
2. The Four Caliphs
3. The Civil War and the emergence of the Sunni and Shi'a divide
4. The Umayyad Dynasty/The Abbasid Dynasty
5. Islam In Spain
6. Islam in West Africa

Contemporary Islamic History

7. The Emergence Wahhabism and Eighteen Century Arabia
8. European Powers and challenges to Muslim Majority Countries
9. The Islamic Response to Modernity
10. The Question of Palestine
11. Islam and the West
12. Muslims in America and Muslims in Europe
13. The Rise of 'Islamic Extremism'

QURAN AND PHILSOPHY OF QURAN

FAROUK PERU: (UK)

Spiritual Texts in Pre-Islamic Arabia

This course leads up to your Qur'anic studies course. This general course looks at Jewish, Christian spiritual texts, and other minority religions of the region, and how their influences impacted the Qur'an.

The Quran: An Introduction – Chronological Study of Quran As Revealed

This course provides an overview, students study the order of revelations as revealed to Prophet Mohammad. Students will utilize different Quran (in English) and focus on compare and contrast interpretations and translations of 20th century writers and their import for modern life today.

Quranic Studies from a Philosophical Perspective

This course would be utilized in a “thinking” course without just accepting its guidelines, but how to not theorize it – by going back to the basics and the facticity of being and existence. Other subjects touched upon are linguistics, philosophy of ethics, dogmatic theology.

Human Quranic Ethics

This course will concentrate on the Quranic ethics and how they should be applied vis-a-vie the fiqh/Islamic law and Shari’ah (Perfection no achievable on earth).

Extremism in Islamic History

This course would look at various time periods when there were upheavals within the Islamic empires and how they relate to similar issues in today’s world, i.e., Al-Qaida, Al-Shabab, Boko Haram, ISIS/Deish.

Islamic Mysticism

Introduction to Sufism as a component of traditional Islam, its roots, various teachers during the early, middle and late Sufism, covering the areas of the Middle East, Subcontinent, Africa and Southeast Asia, and post-modern world.

THEOLOGY

Dr. Yarehk E. J. Hernández Peña

FIRST YEAR:

Fall Semester: *Foundations in Critical Theology and Religious Studies*

This course examines foundational theoretical perspectives in Religious Studies and their applicability to Muslim theology. Similarly, students will have an opportunity to engage historical methodology as it pertains to Muslim theology and the production of scholarship that addresses contemporary issues facing the Muslim community. Key theoretical and theological texts will be examined with an emphasis on their applicability to our modern world.

This course is divided into two main areas of study/inquiry:

- Theory in Religious Studies
- Historical Methods/Historiography in Theology

Spring Semester: *Theology as an Emancipatory Project*

This course will engage theology as a liberatory tool for the creation of radically affirming spaces for marginalized and oppressed communities inside and outside the Muslim world. Special attention will be paid to the Theologies of liberation; Decolonial and Critical Muslim Theologies; Queer Theory and its applicability to Islamic Theology; and Indigenous Feminisms emanating from the Muslim world.

This course is divided into three main areas of study/inquiry:

- Liberation Theology and Decolonial Islam
- Queering Islam
- Indigenous Feminisms in the Muslim World

SECOND YEAR

Fall Semester: *Islamic Theology in the West*

This course is designed to provide students with a solid foundation in the history of Islamic Theology within a Western context and address both interfaith and intra-faith diversity. While some examination of canonical texts will occur, the goal of this course is to situate modern understandings of Islamic

theology within a larger corpus of Western Thought in conversation with Islam. Special attention will be paid to the Muslim theological thinkers who encountered and were in conversation with Western Thinkers.

This course is divided into three main areas of study/inquiry:

- Interfaith/Intrafaith Coexistence and Strife in al-Andalus
- Islam in the Early Modern Mediterranean
- Muslim Minorities in the Western World (1500-Present)

Spring Semester: *Muslim Theology in the Americas – Struggles and continuities*

This course focuses on the multiple historical contexts that have aided in the creation of the American Muslim community and its diversity. Special attention will be placed on Muslim theological/historical perspectives on race and racism. Likewise, the course will address issues directly concerned with the integral role Muslims play to understanding the intellectual history of racism. American Muslim answers to questions of diversity will be examined along with a brief overview of the multiple ways that Muslims in the Americas have attempted to express their lived religious experiences in terms of engaged theological perspectives.

This course is divided into four main areas of study/inquiry:

- Race and Ethnicity in Religion
- Islam in the Americas
- Moriscos, Islamophobia and proto-Racism
- Sufism in the Western Context

WOMEN STUDIES

Languages of the Texts

This course will discuss the various languages of the pre-Islamic world, and the various languages that influenced Quranic

interpretation in regions under the control of the Islamic Empire during different periods.

Veiling in the Pre-Islamic World

This general course would look at the veil, its origins in pre-Islamic Middle East and northern Africa.

Muslim Women and Veiling

I would be very happy to offer a course for MECCA institute on Muslim women and veiling. I actually regularly teach this class, at UNC-Chapel Hill and will be offering it again at the University of Sydney where I am now located.

Gender and Sexual Variance in Islamic Texts and Contexts

What is gender and sexual variance? How can we study these and Islam in a nuanced way without making generalizations? This is a beginner's course that guides us into the various ways we can grapple with gender, sexuality and Islam in non-normative ways. Students learn to contextualize their search and to undo mainstream and fixed notions of Islam, sexuality and/or gender.

SECOND YEAR ELECTIVE CORE COURSES:

As discussed above, during the second year, the additional 3 to 4 courses in your elective will focus on specialized training. If you are full-time student, during your second year you would complete the two additional core courses and the additional 3 to 4 specialized courses. If you are a part-time student, you would begin your specialized training in your third year of study. (Please see Chaplaincy Program Outline for further information.)
Note: Each student will still have to meet our Arabic language intermediate level requirement to graduate.

CHAPLAINCY AND PASTORAL COUNSELING CORE

These courses will concentrate on performing pastoral and palliative care in private and public organizations such as the Armed Forces, Prisons, Hospitals, as well as understanding what Humanist Chaplaincy and the issues of Radicalism. Training will include conversations with Mental Health Therapists, Journalists, as well as issues of Shariah and Secular Law, Citizenship, Basics of Interfaith with Priests, Rabbis, Sikhs, Buddhist, etc.

CHAPLAINCY AND INTERFAITH DIALOGUE CORE

Since 9/11 there has been an urgent need to explore Islam and its relationship with other communities. This module will demonstrate how Islam has interacted with non-Muslim communities both historically and in the present day and help students challenge the misconception that Islam and Muslims cannot have a relationship with non-Muslim communities.

1. The Concept of Monotheism
2. People of the Book
3. Islam and Atheism
4. Islam and Humanism
5. Christian minorities in Muslim countries
6. The Concept of Coexistence
7. Shared values
8. The Future of Interfaith

CHAPLAINCY AND MUSLIM LEADERSHIP

This course would provide students insights into Muslim leadership for contemporary times. What are the core values and methodologies that can be applied in building an inclusive Muslim community? How do you motivate and maintain an active and diverse community of believers in your locale? How to respond to media requests? What are the needs for managing an AIM or other inclusive mosque; what are the regulatory and financial requirements, how do you manage a Board of Directors, personnel and volunteers, and so much more.

ARABIC LANGUAGE

BEGINNERS LEVELS I and II

Beginner's Arabic course is suitable for students who have no or little Arabic. This course would cover the basics and develop foundational standards in Modern Standard Arabic.

INTERMEDIATE LEVELS I and II

Intermediate Arabic course is suitable for students who have completed Beginner's Arabic Levels I and II. This course would continue the student's advancement in Modern Standard Arabic.

ADVANCED ARABIC LEVELS I and II

Advanced Arabic course is suitable for students who have completed all levels of Arabic from Beginners through Intermediate at MECCA Institute, or those who have completed at least 185 hours of live and/or video classes, or face-to-face classes. Advanced Arabic aims to strengthen a student's 4 communicative skills (speaking, listening comprehension, reading and writing). Students will extend their Arabic vocabulary, and grammar and structure through interactive activities, exercises and authentic Arabic materials by live-class instruction and take home homework. Students further learn about Arabic and Islamic culture. After completing the 6 levels of this course students can progress to either: (1) Readings in Arabic Literature and Culture; or (2) Readings in Qur'an.

Professors

Imam Daayiee Abdullah, a Linguist and scholar in Shari'ah Sciences and Quranic Interpretation. A former public interest lawyer. A lecturer on progressive Muslim concepts, intra-faith and interfaith networking, and the development of inclusive and progressive revisions of Islamic theological thought and Islamic law, particularly as it relates to issues of racial, gender and sexual equality as understood in the UN Declaration of Human Rights within and beyond Muslim communities. Imam Daayiee is the Executive Director of MECCA Institute. Former Imam and Education Director at Light of Reform Mosque, he continued to provide pastoral counseling for Muslim youth and adults, their families and friends. He performs same-sex, opposite sex and interfaith marriages for Muslims and non-Muslims of diverse backgrounds.

Farouk A. Peru, Ph.d. candidate. London University. Farouk is an academic whose interests include the study of Quran according to its author. He is an Islamicist who focuses on Islam as a world study, Islamofascism and Quranist Islam. He is also interested in Philosophy where he hopes to build on Heidegger's philosophy of being. His concentration in Quran involves resurrecting the Quranic voice to discover the authentic philosophy of Quran without cultural interjections; study of Islam as a civilization and a people as a cultural stream, which permeates a wide variety of human endeavors and experiences. His study of Quranist Islam and the rejection the authority of Tradition and deriving diverse ways of understanding Islam, as well as the study of Islamofascism and how Islam a cultural stream became the source of oppressive systems and the counterbalance to these ideas.

Dr. Imam Mamadou Bocoum is a holder of two Masters and a PhD from The Muslim College, and University of London. He is currently a lecturer in Islamic Studies; a Board member of the Muslim Law (Shariah) Council UK and an interfaith consultant. Dr. Bocoum has authored a number of written works, which have included: The Position of Jews and Christians in the Qur'an; Faith and Citizenship in Islam; The status of Women in Islam; Islamic Fundamentalism and the Qur'an. He can be reached at mbocoum@yahoo.com

Therisa Shams el-Din Rogers, was a Rotary International Scholar during her undergraduate studies in Islamic Near East Studies at University of Pennsylvania. She has a Master's degree in Islamic History from the University of Michigan-Ann Arbor, and did further graduate work in Islamic

Studies. She has studied in Spain, Morocco, and advanced Arabic coursework at the University of Alexandria, Egypt. As an educator for more than 20 years in university and secondary schools in the US, Romania, Abu Dhabi, and South Korea, she has been the recipient of a Fulbright award for Teacher Exchange, and four National Endowment for the Humanities Teacher Fellowships.

Dr. Yarehk E. J. Hernández Peña is an educator and critical Muslim thinker hailing from Brooklyn, New York. Yarehk has worked in New York City, Los Angeles, Oakland and Philadelphia as an inner-city public school teacher. He completed his undergraduate studies at the City College of New York, where he majored in Middle East History. He also minored in Comparative Religion with a focus on Jewish Studies. Yarehk continued with graduate study at the University of Pennsylvania, where he received a Master of Science in Education with a focus on urban education. He recently completed his doctorate in Religion with a focus on Islamic Studies at Temple University. His research interests include Muslim identity formation, sexuality and gender, Morisco Studies, Islamophobia, the intellectual history of race/racism and Muslim minorities in Spain and Latin America. Yarehk has also spent time traveling and studying Ilm al-Tassawuf.

For more information, visit:
<http://MECCA-Institute.org/school>