Shoolman Graduate School of Jewish Education  
CG-EDUC-585A: Case Studies in Special Education  
Mr. Ariel Margolis  
Fall 2014-15

Contact Information:
Phone: 617-797-0968 (cell)
Email: amargolis@hebrewcollege.edu
Google Hangout: amargolis12@gmail.org
Skype: amargolis4
Twitter: @ArielMargolis
Help me hours: Class time and by appointment (Click here to book an appointment with me!)

Essential Questions: This course will be a review of landmark case studies that have impacted the special education, the general education, and Jewish education worlds. By the end of the course, students will be able to answer:

- How has Special Education evolved through historic cases?
- What special education practices have been accepted as good universal teaching practices?

Course Description:
What would you do if Helen Keller, James “Radio” Kennedy, and Albert Einstein were your students in a classroom of 25 students? How would you educate them? Prior to 1972 in Massachusetts (and 1975 nationwide in the USA), your answer would be, “I wouldn’t. They would not be in my class.” (Albert Einstein had a math disability). Since then, this is one of the questions educators face each year as they have students with all types of opportunities for growth. So…what would your answer be?

Learning Objectives: Research and present on landmark case studies that have shaped Special Education, General Education, and Jewish Education into what it is today in 2014.

I. Unit 1 - Special Education Case Studies - 9/8 - 10/08
a) Case Study #1 - You will select, research, and present a case study that impacted Special Education services. You will select a case. Make sure to cover: (1) background information that led up to the case (2) the players (both the students who required the services, what type of services they were seeking, and the group/individual opposing it and the position (3) the case’s outcome and subsequent established legislation and (4) the impact on (a) Special Education (b) General Education and (C) Jewish Education (5) how it is seen. A minimum of 6 sources, which should include scholarly articles in addition to websites, videos, podcasts, etc., (Wikipedia may NOT be a primary source). Format of case study is open. Presentation will consist of posting the case study on the discussion board for students to comment. Final Version of Case Study due 10/08.  
(Worth 10% of your grade - materials will count 6% and presentation will count 4%)

b) Readings - throughout the semester, you will reflect on: (a) your own experiences as a student
(formal/informal) (b) an interesting discovery from your research (c) an article, video, or text video I give you found in a playlist. Some questions might be: which teachers impacted the most with regard to meeting your needs? What experiences would they like to emulate? What experiences would like to stay away from? What is your philosophy toward teaching diverse learners? How is the article/video’s position or strategies on accommodations and modifications “jive” with your own vision as a teacher? What would you like to try?

You will complete the playlist, and please free move around or skip around the playlist. This means, you can go through the playlist in your own manner (i.e., spread it out over the course, do it in chunks, etc.). By the end of the course, you will have completed all the steps in the playlist. Sometimes, you will be asked simply to watch/read/listen to it. Other times, you will be asked to answer a question (based on the instructions of the particular step). Each week, I will select a step from the playlist for you to watch and post it on the Schoology discussion board. Please read/listen/view it, reflect on what you learned, and comment on other responses. The rest of the reflections can be based on any other step (save for the last 5 in the playlist). Reflections can be in a variety of media (writing, audio, video). While you are required to submit a weekly reflection, more are encouraged. A log/portfolio of the reflections should be kept and will be turned it at the end of the semester. All materials found on LessonPaths Playlist: Special Education Case Studies. (To activate your LessonPath account, find the email from LessonPath and go through the steps to access your account. Your username is your non-Hebrew College email and your password is your first name & last name (ex: arielmargolis)

Weekly Reflections are due FRIDAY @ 3pm (Boston Time). (Worth 20% of your grade: 5% for completing all steps in playlist and 15% for each reflection.)

c) ePortfolio - As you research, you will compile resources and create a digital portfolio of all the resources and connections with industry leaders. Resources include websites, experts, organizations - thus, creating a foundation for a PLN.

EPortfolio due on Dec 19 Suggested software: www.symbaloo.com
(Worth 2.5% of your grade)

d) Google Hangouts),Skype, or Phone (minimum of 1).
(Worth 2.5% of your grade) - scheduled throughout the semester.

Course Accommodations for Disabilities:
Hebrew College is committed to ensuring the full participation of all students in programs. Accordingly, if a student has a documented disability, and as a result, needs a reasonable accommodation to attend, participate or complete course requirements, then he or she should inform the instructor at the beginning of the course. For further information, see the Student Handbook at http://hebrewcollege.edu/sites/default/files/student_handbook.pdf.

If you require course accommodations because of a documented disability or an emergency medical condition, please email your instructor as soon as possible. We are happy to work with you on any issues you have to ensure that you can participate fully in the class and complete the course requirements. Please do not wait until the assignments are due for a retroactive accommodation, but discuss the situation with your instructor before you experience difficulty.