

**GEORGE MASON UNIVERSITY**  
**College Of Education and Human Development**  
**Education Leadership Program**

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EDLE 612.DL1 Education Law – Fall 2018, 3 credit hours  
Course Term – August 27 – December 8, 2018

**Instructor:** Regina D Biggs Ph.D.

**Office Hours:** By appointment via Skype or Blackboard Collaborate Ultra.  
I am also available by email or phone.

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Prerequisite(s): **EDLE 620; EDLE 690 and EDLE 791.**

**Catalog Description:** (3:3:0) Provides legal foundations of U.S. public schools. Examines general principles of constitutional, federal, statutory and case law, and applies judicial decisions to educational environments. Focuses on legal responsibilities, constraints, and opportunities of public school officials. Includes component of Special Education law.

**Course Overview:** Through reading, case studies, court cases, and presentations, students will learn how to analyze and resolve legal and ethical dilemmas, how to interpret, synthesize and apply regulations, constitutional, statutory, and case laws to PK-12 school-based scenarios, and how to use legal research resources.

### **Course Delivery Method**

This is a 100% online course using an **asynchronous** format via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before [@masonlive.gmu.edu](mailto:@masonlive.gmu.edu)) and email password. The course site will be available on August 27, 2018.

**Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.**

### **Technical Requirements**

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:  
[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#supported-browsers](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)

*Program vision: The Education Leadership Program is dedicated to improving the quality of pre-K - 12 education through teaching, research, and service. Students and practicing administrators engage in course work devoted to experiential learning, professional growth opportunities, and doctoral research that informs practice. We educate exceptional leaders who act with integrity as they work to improve schools.*

To get a list of supported operation systems on different devices see:

[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#tested-devices-and-operating-systems](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of the course requirements.
- **Video/Screen casting Tools:** You will use Kaltura, Jing, or Camtasia to record presentations that are consistent with assignment descriptions and instructions.
- **Group Work:** You will use **Google Docs** to complete the collaborative aspects of your assigned group work. The work products will be posted on Blackboard Discussion Boards for class commentary and assessment.
- The following software plug-ins for Pcs and Macs respectively, are available for free download by clicking on the link next to each plug-in:
  - **Adobe Acrobat Reader:** <http://get.adobe.com/reader/>
  - **Windows Media Player:**  
<https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
  - **Apple QuickTime Player:** [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

### ***On-line Expectations***

- **Course Week:** Because asynchronous courses do not have a “fixed” meeting day, our week will **start** on Tuesday and **finish** on Monday.
- **Log-in Frequency:** Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week.
- **Participation:** Students are expected to actively engage in all course activities throughout the semester, which include viewing of all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- **Technical Competence:** Students are expected to demonstrate competence in the use of all course technology. Students are expected to seek assistance from the instructor and/or College or University technical services if they are struggling with technical components of the course.
- **Technical Issues:** Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload:** Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student’s responsibility to keep track of the weekly course schedule of topics, readings, activities, and assignments due.
- **Instructor Support:** Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- **Netiquette:** The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and*

*diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- **Accommodations:** Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

### **Course Learning Objectives**

This course serves as the foundation for understanding the legal process related to education in the Master's sequence in Education Leadership. All of the program goals are active, to a greater or lesser degree, in this course. Students taking this course will:

1. Engage in reflective practice with regard to education law (internship-related assignments);
2. Strengthen and improve their communication skills through class discussion, writing, and collaborative group work
3. Understand the legal implications and responsibilities associated with cultural, economic, and learning diversity;
4. Reflect on the intersection of law and ethics and the ethical implications of applying education law to everyday situations in schools and school divisions; and
5. Learn how to use the internet to obtain legal information.

### **Candidate Learning Outcomes**

Students will focus on major legal and ethical issues in education. At the end of this course, successful students will be able to:

1. Evaluate school-based dilemmas through the use of philosophical and theoretical ethical models;
2. Identify precedent and emerging issues in education law;
3. Apply constitutional, case, and statutory law to issues of student discipline
4. Apply federal and case law to issues of sexual harassment and child abuse; and
5. Analyze key education law issues in a manner which reveals comprehension of political, social, ethical, and legal influences, specifically the principles, laws, policies, cases & regulations that are applicable in education as they apply to special populations.

### **Relationship of Course Goals to Program Goals**

This course will enable students to develop knowledge, skills, and dispositions that will prepare them to create and maintain learning environments that value diversity, continual knowledge acquisition, instructional leadership, innovative and ethical decision-making, reflective practice, and successful achievement of all school-aged youth.

### **Relationship of Course to Internship**

Although the internship is a separate course, the Education Leadership program has integrated "embedded experiences" into course work. This means that some of the work for this class is related to your internship. You may write about embedded experiences in your internship journal and Collective Record, but they can only count over and above the minimum 320 hours required for the internship.

## **National Standards and Virginia Competencies**

The course addresses VADOE Competencies, ISLLC Standards, and ELCC (NCATE) Standards dealing with the legal, ethical, and political context of education. Specific ELCC Standards addressed include: 3.3, 5.1, 5.2, 5.3, 5.4, 5.5, 6.1, 6.2, and 6.3. Virginia competencies include: c(6) Legal issues and e(1) Philosophy of education that reflects honesty, fairness, caring, and equity. In addition to these competencies, students will develop an explicit understanding of Virginia's "Child Abuse and Neglect Recognition and Intervention Act (Code of Virginia 22.1-98). Such understanding will include:

1. Recognizing child abuse and neglect
2. Reporting child abuse and neglect
3. Intervention following a child protective services investigation

## **Required Texts**

- Alexander, K., & Alexander, M.D. (2015). *The Law of Schools, Students and Teachers* (5th ed.). West Academic Publishing
- Shapiro, Joan P. & Stefkovich, Jacqueline A. (2016). *Ethical Leadership and Decision Making in Education* (4th ed.). Routledge
- Additional required readings and research will be required. Instructions will be posted on Blackboard.

## **Recommended Text**

- Alexander, K., & Alexander, M.D. (2012). *American Public School Law* (8th ed.). Wadsworth Cengage Learning

## **Suggested Web Resources:**

- Virginia Code: <http://legis.state.va.us/Laws/CodeofVa.htm>
- United States Code: <http://uscode.house.gov/search/criteria.shtml>
- US Dept. of Education: <http://www.ed.gov/index.jhtml>

## **Course Performance Evaluation**

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Students can earn a total of 500 points in this course. Graded assignments account for 75% (375 points) of the overall grade, and online course participation accounts for 25% (125 points). Each assignment relates to the application of ethics and law in the school context. A description of each assignment and a rubric for grading each assignment are included at the end of this syllabus. Students are expected to submit all assignments, on time, in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

*Assignments: (75% - 375 points)*

The four graded assignments required for this course are as follows:

1. Ethics Code and Case Analysis\*
2. Legal Issue Analysis – Constitutional Law
3. Legal Issue Analysis –Federal and State Law
4. Special Populations Analysis of Special Education Law\*

\* This is a Performance-Based Assessment Required by the Program.

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*Participation and Reflection Requirements (25% - 125 points)*

To maximize learning and engagement in the online environment, students are expected to participate actively in asynchronous class discussions, asynchronous and synchronous group activities, and serve as critical friends to other students. In this course, participation points are given by unit, rather than per learning activity. Below is a list of all required learning activities, by unit, which will count toward your overall participation grade.

Orientation (5 points)

- Syllabus Quiz
- Intelligent Design on Trial. Short Answer Response

Unit 1 (10 points)

- Synthesis of Knowledge: Discussion Board Post
- Reflective Equilibrium: Values Assessment
- Ethical Decision Making Discussion Board Post (Responses to case study questions)

Unit 2 (50 points)

- Case Study Analysis, *Ceremonial Rights Case Study*. Discussion Board Post
- Equal Access. Short Answer Quiz
- Case Study Analysis, *A Day of Silence, A Day of Truth, and a Lawsuit*. Discussion Board Post
- Show What You Know: Atheist Wine Club
- Court Case Brief: *Hardwick v. Heyward*. Discussion Board Post (Group Activity)
- Case Study Analysis: *New Bullying for the 21<sup>st</sup> Century: Cyber-bullying in the Middle*
- Discussion Board Post *Case Study Analysis, Moral Empathy, Vulnerability, and Discipline in the Digital Age*
- Case Study Analysis: *Gaming Etiquette or Virtual Bullying*. Discussion Board Post
- Case Study Analysis: *Keeping Children Safe*. Discussion Board Post
- Show What You Know: Procedural Due Process
- Case Study Analysis: *A Home for Marlon*. Discussion Board Post

Unit 3 (30 points)

- Show What You Know: Types of Sexual Harassment
- Show What You Know: Davis Test
- Case Study Analysis: *A Student's Right to a Harassment-Free Education*
- Case Study Analysis: *A Football Coach for Bayou Sara*
- Case Study Analysis: *When Push Comes to Shove*

Unit 4 (30 points)

- Case Study Analysis, *When All Means All*
- Short Answer Response, *Garcetti v. Ceballos*
- Case Study Analysis: *Academic Integrity in a Deaf Education Setting*
- Case Study Analysis: *When a Teacher has a Learning Disability*
- Case Study Analysis: *Black and White and Shades of Gray*
- Homeless Students Case Law Review
- Course Evaluation

**Expectations for Written Work**

Use appropriate grammar.

Writing should be the caliber of a graduate student.

Use Times Roman or Arial 12-point font.

Include a cover page with name, date & assignment.

Follow APA guidelines (double space, references, etc.)

Spell correctly.

Type all work.

Write clearly.

Find a good proofreader!

Avoid plagiarism

**Expectations for Group Presentations**

Each team member has a clearly identifiable role of contribution.

Practice conflict resolution and consensus building.

Use clear transitions.

Proofread multimedia in use.

Manage time.

*Grading Scale:*

|     |   |            |    |   |           |   |   |                  |
|-----|---|------------|----|---|-----------|---|---|------------------|
| A+  | = | 500 points | B+ | = | 435 - 449 | C | = | 375 - 399        |
| A   | = | 475 – 499  | B  | = | 415 - 434 | F | = | Below 375 points |
| A - | = | 450 - 474  | B- | = | 400 - 414 |   |   |                  |

**Course Policies**

Assignments are due by 11:59 p.m. on the dates listed on the syllabus. Late assignments will not be accepted except in emergency situations that have been discussed and approved by the instructor in advance of the due date.

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## Class schedule (pgs. 7-9)

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

| Session/Date                                 | Lessons  | Reading  | Activities/ Assignments  |
|--|--|--|--|
| Session 1<br><br>August 28 –<br>September 10 | Course Orientation<br><br>Overview Legal and Ethical Principles  | Video: <i>Intelligent Design on Trial</i><br><i>American Public School Law</i> : Chapter 1 (ENRICHMENT)<br><br><i>Ethical Leadership &amp; Decision Making</i> : Chapter 1                             | <ul style="list-style-type: none"> <li>Syllabus Quiz</li> <li>Judgment Day: Intelligent Design on Trial</li> </ul>   |
|  | Unit 1 Lesson 1<br><br>Defending Your Decisions<br><br>Reflective Equilibrium, Situational Appreciation, and the Legal and Moral Decisions of School Leaders | Ethical Leadership: A Case Study Framework (Blackboard)<br><br>"Are You Prepared to Defend the Decisions You've Made?" (Blackboard)<br><br><i>Ethical Leadership &amp; Decision Making</i> : Chapter 2 | <ul style="list-style-type: none"> <li>Synthesis of Knowledge: Discussion Board Post</li> </ul>  |
|  | Unit 1 Lesson 2<br><br>• Philosophical Sources of Authority  | Handout: Philosophical Sources of Authority  | <ul style="list-style-type: none"> <li>Discussion Board Post Reflective Equilibrium: Values Assessment</li> </ul>  |
|  | Unit 1 Lesson 3<br><br>• Theoretical Sources of Authority  | <i>Ethical Leadership &amp; Decision Making</i> : Chapters 3 and 5:<br><br>Case Studies (3.1 ,3.4, 5.1, 5.4, 5.5)  | <ul style="list-style-type: none"> <li>Discussion Board Post responding to assigned case questions:</li> <li>Respond to two questions and comment on three classmates responses that are different from your original responses.<br/><br/>3.1.1 – 3.4.4 - 5.1.2<br/>- 5.4.4 - 5.5.5</li> </ul> |
| September 10                                 | <b>Submit Assignment One:</b> Ethics Code & Case Study (posted by 11:59)   |  |  |
| Session 2<br><br>September 11-24             | Unit 2 Lesson 1<br><br>Religious Liberty   | <i>The Law of Schools, Students, and Teachers</i> : Chapter 5<br><br><i>Ethical Leadership &amp; Decision Making</i> : Chapter 7<br><br>Case Study 7.2   | <ul style="list-style-type: none"> <li>Discussion Board Post <i>Ceremonial Rights Case Study</i></li> <li>Show What You Know: Equal Access Act</li> </ul>  |
|  | Unit 2 Lesson 2<br><br>• Freedom of Expression<br><br>Briefing a Case  | <i>The Law of Schools, Students, and Teachers</i> : Chapters 4 & 6<br><br>HARDWICK HARDWICK v. HEYWARD (2013) (Blackboard)   | <ul style="list-style-type: none"> <li>Case Brief: Hardwick Heyward</li> <li>Discussion Board Post <i>Case Study Analysis: A Day of Silence, A Day of Truth, and a Lawsuit.</i></li> <li>Atheist Wine Club</li> </ul>  |

| Session/Date                           | Lessons  | Reading  | Activities/ Assignments   |
|--|--|--|---|
| Session 2<br>September 11-24           | Unit 2 Lesson 3<br>• Cyberspace  | 5 Ways to Keep Social Media From Being a Legal Headache<br><br><i>Ethical Leadership &amp; Decision Making:</i> Chapter 11 - Cases 11.3 and 11.5   | Discussion Board Posts <i>Case Study Analyses:</i><br><br>• <i>New Bullying for the 21<sup>st</sup> Century: Cyber-bullying in the Middle</i><br>• <i>Gaming Etiquette or Virtual Bullying</i><br>• Discussion Board Post <i>Case Study Analysis, Moral Empathy, Vulnerability, and Discipline in the Digital Age</i> |
| Session 3<br>September 25 – October 15 | Unit 2 Lesson 4<br>• Fourth Amendment<br>Fifth Amendment                     | <i>The Law of Schools, Students, and Teachers:</i> Chapter 3 &7<br><br><i>American Public School Law:</i> Chapter 9 (ENRICHMENT)<br><br>Derailing the Schoolhouse-to-Jailhouse Track (Blackboard)<br><br><i>Ethical Leadership and Decision Making in Education:</i> pgs. 155-159<br><br>Case 10.1 Keeping Children Safe | • <i>Assigned case analysis (Group Activity)</i><br>• <i>Discussion Board Post Case Study Analysis, Keeping Children Safe</i><br>• <i>Show What You Know: Procedural Due Process</i>  |
|  | Unit 2 Lesson 5<br>FERPA   | <i>The Law of Schools, Students, and Teachers:</i> Chapter 13 pgs. 504-513<br><br><i>Ethical Leadership and Decision Making in Education:</i> pgs. 86-89<br><br>Case 6.1 A Home for Marlon   | • <i>Discussion Board Post Case Study Analysis, A Home for Marlon</i>   |
| October 15                             | <b>Submit Assignment Two:</b> Constitutional Case Analysis (posted by 11:59) |  |   |
|  | Constitutional Case Reviews/Commentary/Facilitated Discussion                |  |   |
| Session 4<br>October 16- November 5    | Unit 3 Lesson 1<br>Sexual Harassment   | <i>The Law of Schools, Students, and Teachers:</i> Chapter 11 & pgs. 645-649<br><br><i>Ethical Leadership &amp; Decision Making:</i> Chapter 10 (pgs. 169 – 184)   | • Show What You Know: Davis Test<br>• Show What You Know: Types of Sexual Harassment<br><br>• Discussion Board Post <i>Case Study Analysis, A Student's Right to a Harassment Free Education</i>  |
|  | Unit 3 Lesson 2<br>Child Abuse   | <i>The Law of Schools, Students, and Teachers:</i> pgs. 314-321  | • Discussion Board Post <i>Case Study Analysis, A Football Coach for Bayou Sara</i>   |
|  | Unit 3 Lesson 3<br>Torts   | <i>The Law of Schools, Students, and Teachers:</i> Chapter 12  | • Discussion Board Post <i>Case Study Analysis, Push Comes to Shove: When a Teacher Gets Sued</i>   |
| November 5                             | <b>Submit Assignment Three:</b> Federal Case Analysis (posted by 11:59)      |  |   |
|  | Federal Case Reviews/Commentary/Facilitated Discussions                      |  |   |

| Session/Date                          | Lessons  | Reading  | Activities/ Assignments   |
|---------------------------------------|--|--|---|
| Session 5<br>November 6 - 19          | Unit 4 Lesson 1<br><ul style="list-style-type: none"> <li>School Leader as Advocate</li> </ul> | <i>The Law of Schools, Students, and Teachers</i> : pgs. 12-18<br><i>The Law of Schools, Students, and Teachers</i> : pgs. 64-69<br><i>The Law of Schools, Students, and Teachers</i> : Chapter 9<br><i>The Law of Schools, Students, and Teachers</i> : Chapter 10<br><i>Ethical Leadership and Decision Making in Education</i> : Case 8.1 <i>When All Means All</i> and Case 8.4 <i>Academic Integrity in a Deaf Community</i><br>Disciplining Students with DisAbilities | <ul style="list-style-type: none"> <li>Discussion Board Post <i>Case Study Analysis, When All Means All</i></li> <li>Case 8.4 <i>Academic Integrity in a Deaf Community</i></li> <li>Homeless Students Case Law Review</li> </ul> |
|                                       | Unit 4 Lesson 2<br>School Leader as State Actor  | Garcetti v. Ceballos (2006) (Blackboard)<br><i>The Law of Schools, Students, and Teachers</i> : Chapter 16   | Short answer response: Garcetti v. Ceballos   |
|                                       | Unit 4 Lesson 3<br>School Leader as Supervisor   | <i>The Law of Schools, Students, and Teachers</i> : Chapters 15, 17, and 18<br><i>Ethical Leadership and Decision Making in Education</i> : Case 8.2<br>Case Study from Library, When a Teacher Has a Learning Disability (Blackboard)   | <ul style="list-style-type: none"> <li>Discussion Board Post Case: When a Teacher Has a Learning Disability</li> <li>Discussion Board Post Case: <i>Black and White and Shades of Gray</i></li> </ul>                             |
| Session 6<br>November 20 – December 3 | Special Populations Research   | <i>Independent Research American Public School Law</i> : Presents court opinions across topics   | <ul style="list-style-type: none"> <li>Homeless Students Case Law Review</li> </ul> Research, Identify, and Analyze Case Law <ul style="list-style-type: none"> <li>Presentation</li> <li>Case Briefs</li> </ul>                  |
| December 3                            | <b>Submit Assignment Four:</b> Special Populations Cases (posted by 11:59)                     |  |   |
| Dec. 4-8                              | Special Populations Case Reviews/Commentary/Facilitated Discussions                            |  |   |

## **Professional Dispositions**

See <https://cehd.gmu.edu/students/policies-procedures/>

Students are expected to exhibit professional behaviors and dispositions at all times.

## **Core Values Commitment**

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

## **GMU Policies and Resources for Students**

### *Policies*

- Students must adhere to the guidelines of the Mason Honor Code (see <http://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing [see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS). Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ds.gmu.edu> ).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

### *Campus Resources*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>.

**For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.**

### *Other reminders:*

**GMU Add/Drop Policy:** The last day to drop this class without any penalty is provided on the GMU academic calendar page <http://registrar.gmu.edu/calendar/>. It is the student's responsibility to check to verify that they are properly enrolled, as no credit will be awarded to students who are not.

**Plagiarism:** Students must avoid plagiarizing the work of others. Specifically, when referencing a source or author, students must give appropriate source documentation; and when using direct quotes, students must use quotations, provide page numbers, and ensure that credit is given to the author of quoted material. If a candidate's work contains plagiarism, the candidate will receive no credit for the assignment.

**Copyright:** Copyright rules also apply to users of the Internet who cite from Internet sources. Information and graphics accessed electronically must also be cited, giving credit to the sources. This material includes but is not limited to e-mail (don't cite or forward someone else's e-mail without permission), newsgroup material, information from Web sites, including graphics. Even if you give credit, you must get permission from the original source to put any graphic that you did not create on your web page, unless the materials are made available through a fair use claim or consistent with the TEACH Act.

**Academic Integrity & Inclusivity:** This course embodies the perspective that we all have differing perspectives and ideas and we each deserve the opportunity to share our thoughts. Therefore, we will conduct our discussions with respect for those differences, meaning we each have the freedom to express our ideas, but we should also do so keeping in mind that our colleagues deserve to hear differing thoughts in a respectful manner, i.e. we may disagree without being disagreeable. <http://integrity.gmu.edu/>

**Diversity, Religious Holiday:** Please refer to George Mason University's calendar of religious holidays and observations (<http://ulife.gmu.edu/calendar/religious-holiday-calendar/>). It is the student's responsibility to speak to the instructor in advance should their religious observances impact their participation in class activities and assignments.

**Student Privacy Policy:** George Mason University strives to fully comply with FERPA by protecting the privacy of student records and judiciously evaluating requests for release of information from those records. Please see George Mason University's student privacy policy <https://registrar.gmu.edu/students/privacy/>

## APPENDIX A

### **Ethics Code, Case Study & Analysis**

This assignment has three parts as described below and in detail in the Ethical Case Study Rubric:

**DUE DATE: September 10, 2018**

**ASSIGNMENT VALUE: 95 Points**

I. Develop a Code of Ethics.

- A. Describe your process of reflective morality to identify key ethical and legal principles, personal values, and reference to the sources of authority (e.g., theoretical, philosophical, personal beliefs, morals, etc...) for these principles and values.
- B. Examine at least 3 existing codes of ethics to support the development of your code. You should also provide the name and link to these codes in a reference list for this assignment, or a copy of each code in an appendix to the paper. Clearly explain the influence of these codes on your personal development of a code of ethics.

C. Develop your own personal code of ethics.

II. Identify and write a case study about an ethical **dilemma** in your school system, then use your Code of Ethics to analyze the case study.

A. Identify the rights and interests of all individuals involved in the case study.

B. Explain how you used ethical sources of authority including your code of ethics to analyze the ethical dilemma in your case study.

C. Your discussion should clearly demonstrate your commitment to confidentiality, sensitivity to diverse interests, and respect for the rights, dignity, and integrity of others.

III. Seek feedback from a colleague in your school system about how you used your Code of Ethics to analyze the identified ethical dilemma.

A. Explain briefly why you chose this colleague and describe the general nature of the discussion.

B. Share how your colleague reacted and any advice or insights that your colleague shared with you regarding the application of your ethical code to the case study analysis.

C. Formulate a detailed leadership response to the ethical dilemma that includes an analysis of the moral and legal consequences of decision making in the school.

## Ethical Case Study Assessment Rubric

| Criteria   | Levels of Achievement   |   |   |  |
|--|---|---|---|--|
|  | <b>Exceeds Expectations</b><br>4  | <b>Meets Expectations</b><br>3  | <b>Approaching Expectations</b><br>2  | <b>Falls Below Expectations</b><br>1   |
| <p>ELCC 5.1<br/>Candidates understand and can act with integrity and fairness to ensure that schools are accountable for every student's academic and social success.</p>                  | <p><b>13.5 - 15 points</b><br/>The candidate develops a code of ethics that includes clearly identified ethical and legal principles from at least 3 different professional codes of ethics, and clearly demonstrates thorough knowledge of how the code may be used to promote fairness, integrity, and equitable practices.</p> | <p><b>12 – 13.4 points</b><br/>The candidate develops a code of ethics that includes ethical and legal principles from 3 different professional codes of ethics, and demonstrates adequate knowledge of how the code may be used to promote fairness, integrity, and equitable practices.</p>                       | <p><b>10.5 – 11.9 points</b><br/>The candidate develops a code of ethics that includes ethical and legal principles from 3 different professional codes of ethics, but demonstrates inadequate knowledge of how the code may be used to promote fairness, integrity, and equitable practices.</p>     | <p><b>0 – 10.4 points</b><br/>The candidate develops a code of ethics but fails to identify ethical and legal principles from 3 different professional codes of ethics, and demonstrates wholly inadequate knowledge of how the code may be used to promote fairness, integrity, and equitable practices.</p>          |
| <p>ELCC 5.3<br/>Candidates understand and can safeguard the values of democracy, equity, and diversity.</p>  | <p><b>18 – 20 points</b><br/>The candidate thoroughly describes an ethical dilemma, evaluates several school policies and procedures that would support resolution of the dilemma, and provides evidence of comprehensive knowledge of the need to promote democratic values, equity, and respect for diversity.</p>              | <p><b>16 – 17.9 points</b><br/>The candidate sufficiently describes an ethical dilemma, evaluates several school policies and procedures that would support resolution of the dilemma, and provides evidence of adequate knowledge of the need to promote democratic values, equity, and respect for diversity.</p> | <p><b>14 – 15.9 points</b><br/>The candidate poorly describes an ethical dilemma, evaluates school policy and procedures that would support resolution of the dilemma, and provides evidence of inadequate knowledge of the need to promote democratic values, equity, and respect for diversity.</p> | <p><b>0 – 13.9 points</b><br/>The candidate fails to describe an ethical dilemma, fails to evaluate school policies and procedures that would support resolution of the dilemma, and provides evidence of wholly inadequate knowledge of the need to promote democratic values, equity, and respect for diversity.</p> |
| <p>ELCC 5.2<br/>Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.</p> | <p><b>18 – 20 points</b><br/>The candidate thoroughly describes discussion with a colleague to formulate a detailed leadership response to an ethical dilemma and analyzes the leadership decision to provide evidence of thorough knowledge of the effect of ethical behavior on one's own leadership.</p>                       | <p><b>16 – 17.9 points</b><br/>The candidate sufficiently describes discussion with a colleague to formulate a leadership response to an ethical dilemma, and analyzes the leadership decision to provide evidence of adequate knowledge of the effect of ethical behavior on one's own leadership.</p>             | <p><b>14 – 15.9 points</b><br/>The candidate poorly describes discussion with a colleague to formulate a leadership response to an ethical dilemma, and analyzes the leadership decision to provide evidence of inadequate knowledge of the effect of ethical behavior on one's own leadership.</p>   | <p><b>0 – 13.9 points</b><br/>The candidate fails to describe discussion with a colleague to formulate a leadership response to an ethical dilemma, and fails to analyze the leadership decision to provide evidence of knowledge of the effect of ethical behavior on one's own leadership.</p>                       |

----- Ethical Case Study Assessment Rubric - Continued -----

| Criteria  | Levels of Achievement   |  |   |  |
|---|---|--|---|--|
|   | <b>Exceeds Expectations<br/>4</b>   | <b>Meets Expectations<br/>3</b>  | <b>Approaching Expectations<br/>2</b>   | <b>Falls Below Expectations<br/>1</b>  |
| ELCC 5.4<br>Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school.                           | <b>18 – 20 points</b><br>The candidate uses the code of ethics and four ethical lenses to analyze the case, and clearly demonstrates thorough knowledge of moral and legal consequences of decision making and strategies to prevent difficulties related to moral and legal issues in schools. | <b>16 – 17.9 points</b><br>The candidate applies the code of ethics and three ethical lenses to analyze the case and demonstrates adequate knowledge of moral and legal consequences of decision making and strategies to prevent difficulties related to moral and legal issues in schools. | <b>14 – 15.9 points</b><br>The candidate makes limited application of the code of ethics and the ethical lenses to analyze the case and demonstrates inadequate knowledge of moral and legal consequences of decision making and strategies to prevent difficulties related to moral and legal issues in schools. | <b>0 – 13.9 points</b><br>The candidate fails to apply either the code of ethics or the ethical lenses to analyze the case and fails to demonstrate adequate knowledge of moral and legal consequences of decision making and strategies to prevent difficulties related to moral and legal issues in schools. |
| ELCC 5.5<br>Candidates understand and can promote social justice within a school to ensure that individual student needs inform all aspects of schooling. | <b>18 – 20 points</b><br>The candidate uses ethical principles to resolve a dilemma through decision making that presents evidence of thorough knowledge of the relationship between social justice, school culture, student achievement, and theories of efficacy.                             | <b>16 – 17.9 points</b><br>The candidate uses ethical principles to resolve a dilemma through decision making that presents evidence of adequate knowledge of the relationship between social justice, school culture, student achievement, and theories of efficacy.                        | <b>14 – 15.9 points</b><br>The candidate uses ethical principles to resolve a dilemma through decision making that presents evidence of inadequate knowledge of the relationship between social justice, school culture student achievement, and theories of efficacy.  | <b>0 – 13.9 points</b><br>The candidate uses ethical principles to resolve a dilemma through decision making that presents evidence of wholly inadequate knowledge of the relationship between social justice, school culture, student achievement, and theories of efficacy.                                  |
| Writing and flow of thought are clear and thorough, content is scholarly and instructive. Paper is grammatically correct.                                 | <b>4.5 - 5 points</b><br>The paper is generally error-free, reflects extensive editing, proofreading, and graduate level work. Sentence structures and word choice are excellent.   | <b>4 – 4.4 points</b><br>The paper is generally error-free, reflects sufficient editing, proofreading, and graduate level work. Sentence structures and word choice are good.  | <b>3.5 – 3.9 points</b><br>The paper contains spelling and grammatical errors, reflects poor editing, proofreading, and is inconsistent with graduate-level work. Sentence structures and word choice are adequate.   | <b>0 – 3.4 points</b><br>The paper contains numerous spelling and grammatical errors, reflects poor editing, proofreading, and is wholly inconsistent with graduate-level work. Sentence structures and word choice are poor.  |

## APPENDIX B

### Legal Issue Analysis (140 Points)

Students are expected to demonstrate the capacity to evaluate school-based dilemmas and subsequently make leadership decisions that are in the best interests of students and are both legally and ethically sound. Expertise will be demonstrated through the interpretation, analysis and the application of constitutional, statutory and case laws, policies, regulations, and ethical models to resolve the issues presented in each assigned case. Students will be expected to work in small collaborative groups to analyze legal cases, develop class presentations, and recommend implications for leadership in a similar scenario. Presentations must be consistent with the specific directions provided by the instructor as well as the requirements in the Legal Issue Analysis Rubric. This rubric will be used to evaluate each of the two case presentations. The presentations are to be posted by one group member on the discussion board for review by the other groups in the class. Each group is responsible for facilitating the online discussion by responding to questions from classmates and elaborating on legal, ethical, and/or leadership principles.

**ASSIGNMENT VALUE: 70 Points per case**

**DUE DATE: October 15, 2018 (Constitutional Case Law)**

**November 5, 2018 (Federal Case Law)**

#### Legal Issue Analysis - Assessment Rubric

|  | <b>Exceeds Expectations<br/>4</b>   | <b>Meets Expectations<br/>3</b>  | <b>Approaching Expectations<br/>2</b>  | <b>Falls Below Expectations<br/>1</b>  |
|--|---|--|--|--|
| Introduction (5%)  | Analysis begins with a clear description of the facts and legal issue in question. The crux of the dilemma is clearly and accurately presented in conjunction with a comprehensive overview of the case scenario.       | Analysis begins with a general description of the facts and legal issue in question. The crux of the dilemma is clearly presented in conjunction with a basic overview of the case scenario.                           | Analysis begins with an unclear or limited description of the facts and legal issue in question. The crux of the dilemma is presented in conjunction with an incomplete overview of the case scenario. | Analysis begins with a confusing and unclear description of the facts and legal issue in question. The crux of the dilemma is not presented and fails to provide an overview of the case scenario. |
| <b>ELCC 3.3</b><br>Students understand and promote school-based policies and procedures that protect the welfare and safety of students and staff within the school. (10%) | At least two school policies or procedures are identified and a thorough explanation as to how these policies and procedures are applicable to promoting a safe school environment for staff and students is specified. | At least two school policies or procedures are identified and a general explanation as to how these policies and procedures are applicable to promoting a safe school environment for staff and students is specified. | A school policy or procedure is identified and a general explanation of how the policy or procedure is applicable to promoting a safe school environment for staff and students is specified.          | A school policy or procedure is identified but no explanation as to how the policy or procedure is applicable to promoting a safe school environment for staff and students is specified.          |

**Legal Issue Analysis Rubric (Part A and B) Assessment Rubric – continued**

|  | <b>Exceeds<br/>Expectations<br/>4</b>   | <b>Meets<br/>Expectations<br/>3</b>  | <b>Approaching<br/>Expectations<br/>2</b>  | <b>Falls Below<br/>Expectations<br/>1</b>  |
|--|---|--|--|--|
| <b>ELCC 6.1</b><br>Students understand and can advocate for school students, families, and caregivers. (15%)   | Multiple citations of relevant constitutional, statutory and case laws, policies, and regulations that inform decision making and advocacy for all members of the school community are applied in context.  | Citations of relevant constitutional, statutory and case laws, policies, and regulations that inform decision making and advocacy for all members of the school community are applied in context.  | Citations of relevant constitutional or statutory and case law, policies, and regulations that inform decision making and advocacy for all members of the school community are applied in context.   | Citations of relevant constitutional or statutory and case law, policies, and regulations that inform decision making and advocacy for all members of the school community are omitted.  |
| <b>ELCC 6.2</b><br>Students understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment. (15%)     | A clear analysis of the relationship between the macro environment (political, social, economic, legal and cultural elements) and the school context is exemplary. The analysis includes clear & specific reference to the leader's communication practices to appropriate school stakeholders. | An analysis of the relationship between the macro environment (political, social, economic, legal and cultural elements) and the school context is adequate. The analysis includes a general reference to the leader's communication practices to appropriate school stakeholders. | An analysis of the relationship between the macro environment (political, social, economic, legal and cultural elements) and the school context is incomplete. The analysis includes a limited reference to the leader's communication practices to appropriate school stakeholders. | An analysis of the relationship between the macro environment (political, social, economic, legal and cultural elements) and the school context is unacceptable. The analysis neglects to reference the leader's communication practices to appropriate school stakeholders. |
| <b>ELCC 5.1</b><br>Students understand and can act with integrity and fairness to ensure that schools are accountable for every student's academic and social success. (15%) | A comprehensive discussion is presented that analyzes leadership practices to the degree they are characterized by fairness and integrity to ensure that school policies support the academic and social success of all students.   | A general discussion is presented that analyzes leadership practices to the degree they are characterized by fairness and integrity to ensure that school policies support the academic and social success of all students.  | A limited discussion is presented that analyzes leadership practices to the degree they are characterized by fairness and integrity to ensure that school policies support the academic and social success of all students.  | An inadequate discussion is presented that makes no reference to how leadership practices are characterized by fairness and integrity to ensure that school policies support the academic and social success of all students.  |

**Legal Issue Analysis Rubric (Part A and B) Assessment Rubric – continued**

|  | <b>Exceeds<br/>Expectations<br/>4</b>  | <b>Meets<br/>Expectations<br/>3</b>   | <b>Approaching<br/>Expectations<br/>2</b>   | <b>Falls Below<br/>Expectations<br/>1</b>  |
|--|--|---|---|--|
| <p><b>ELCC 5.2</b><br/>Students understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.<br/><br/>(10%)</p> | <p>A thorough analysis of leadership decisions in terms of established ethical practices, self-awareness, reflective practice, and transparency is in evidence (philosophical, theoretical ethical paradigms).</p> | <p>A general analysis of leadership decisions in terms of established ethical practices, self-awareness, reflective practice and transparency (philosophical, theoretical ethical paradigms).</p>                 | <p>The candidate includes a limited analysis of leadership decisions in terms of established ethical practices or self-awareness or reflective practice or transparency (philosophical, theoretical ethical paradigms).</p> | <p>The candidate omits an analysis of leadership decisions in terms of established ethical practices, self-awareness, reflective practice and transparency (philosophical, theoretical ethical paradigms).</p> |
| <p><b>ELCC 5.4</b><br/>Students understand and can evaluate the potential moral and legal consequences of decision making in the school.<br/><br/>(10%)</p>  | <p>The presentation recommends a leadership perspective that is clearly informed by an evaluation of moral, ethical, and legal consequences of decisions that impact the school environment.</p>                   | <p>The presentation recommends a leadership perspective that is generally informed by an evaluation of moral, ethical, and legal consequences of decisions that impact the school environment.</p>                | <p>The presentation recommends a leadership perspective that is loosely informed by an evaluation of moral, ethical, and legal consequences of decisions that impact the school environment.</p>                            | <p>The presentation fails to recommend a leadership perspective that is loosely informed by an evaluation of moral, ethical, and legal consequences of decisions that impact the school environment.</p>       |
| <p>Discussion of information and references is useful and instructive.<br/><br/>(10%)</p>  | <p>The presentation sources numerous (8-10) high-quality references, provides clear and thorough discussion and conducts critical evaluations of each.</p>   | <p>The presentation sources several (6-7) high-quality references; provides solid discussion; and conducts evaluations of each.</p>   | <p>The presentation sources several (6-7) but not high-quality references, provides solid discussion and conducts evaluations of each.</p>  | <p>The presentation sources insufficient and poor quality references, provides insufficient discussion, and conducts insufficient evaluations of each.</p>   |
| <p>Organization, mechanics, and proofreading of the presentation.<br/><br/>(5%)</p>  | <p>The presentation is well-organized and error-free; non-discriminatory language is used, clear sentence structures are used. APA format is correct.</p>  | <p>The paper is organized. Occasional grammatical or word errors are present. Non-discriminatory language and clear sentence structures are used. A few unclear word choices are present. APA format is used.</p> | <p>The paper is somewhat organized. Several errors are present. Language is discriminatory in nature. Sentence structures are unclear and word choices are confusing. APA format is incorrect.</p>                          | <p>The paper is poorly organized. Many errors and discriminatory language are present. Sentence structures are poor, word choices are confusing, and APA format is not used.</p>                               |
| <p>Presentation and Engagement<br/><br/>(5%)</p>   | <p>Clearly and professionally designed and presented, inspiring wide participation from the audience.</p>  | <p>Clearly and professionally designed and presented, inspiring some participation from the audience.</p>   | <p>Clearly and professionally designed and presented, inspiring limited participation from the audience.</p>  | <p>Clearly presented, however, it inspires no participation from the audience.</p>   |

## APPENDIX C

**Special Populations Presentation and Briefs** — Candidates are expected to research an issue related to the larger political, social, economic, legal, and cultural context of schools that impacts educational opportunities for students with disAbilities as well as the rights of their families and caregivers. Candidates will first independently complete five one page case briefs in which they analyze significant statutes, regulations, and judicial holdings that are pertinent to students with disAbilities. Each case brief should identify and analyze recent case law; although, one or two historic or landmark cases may be included as appropriate. The issue must impact the provision and protection of students' educational opportunities. Each case brief should be organized to include all elements of a court decision including: the case citation, the facts of the case, the legal issue in question, the court's holding, an explanation and analysis of the court's reasoning, as well as the implications and recommendations for school leaders. Candidates will then collaborate with the members of their group to develop a presentation that summarizes the collective findings, key ideas, and strategies to inform education leadership practice. This presentation will be posted on the discussion board to enhance your classmates understanding about the topic for which your group has developed expertise.

**DUE DATE: December 3, 2018**

**ASSIGNMENT VALUE: 140 Points**

### Special Populations – Case Briefs Assessment Rubric

| Criteria  | Exceeds Expectations  | Meets Expectations  | Approaching Expectations   | Falls Below Expectations   |
|---|---|---|--|--|
| <b>Introduction</b>   | <b>4.5 - 5 points</b><br>The citation is addressed correctly. All significant details have been included.   | <b>4 – 4.4 points</b><br>The citation is addressed correctly, but minor details have been overlooked.   | <b>3.5 – 3.9 points</b><br>The citation is addressed, but several details have been overlooked.  | <b>0 – 3.4 points</b><br>The citation is either not included or is completely incorrect.   |
| <b>Candidates understand and can promote social justice within a school to ensure that individual student needs inform all aspects of schooling. ELCC 5.5</b> | <b>18 – 20 points</b><br>The candidate's written assessment of the fact pattern is comprehensive and the legal issue is clearly defined to provide evidence of comprehensive knowledge of the relationship between social justice, school culture, and student achievement. | <b>16 – 17.9 points</b><br>The candidate's written assessment of the fact pattern is adequate and the legal issue is generally defined to provide evidence of adequate knowledge of the relationship between social justice, school culture, and student achievement. | <b>14 – 15.9 points</b><br>The candidate's written assessment of the fact pattern is inadequate and the legal issue is poorly defined to provide evidence of inadequate knowledge of the relationship between social justice, school culture, and student achievement. | <b>0 – 13.9 points</b><br>The candidate's written assessment of the fact pattern is inadequate and the legal issue is poorly defined to provide evidence of wholly inadequate knowledge of the relationship between social justice, school culture, and student achievement. |
| <b>Candidate understands local, district, state, and national decisions affecting student learning in a school environment. ELCC 6.2</b>                      | <b>13.5 - 15 points</b><br>The candidate provides thorough knowledge of judicial holdings and how they impact the larger political, social, economic, legal, and cultural context.  | <b>12 – 13.4 points</b><br>The candidate provides adequate knowledge of judicial holdings and how they impact the larger political, social, economic, legal, and cultural context.  | <b>10.5 – 11.9 points</b><br>The candidate provides inadequate knowledge of judicial holdings and how they impact the larger political, social, economic, legal, and cultural context.   | <b>0 – 10.4 points</b><br>The candidate provides wholly inadequate knowledge of judicial holdings and how they impact the larger political, social, economic, legal, and cultural context.   |

| <b>Criteria</b>   | <b>Exceeds Expectations</b>  | <b>Meets Expectations</b>  | <b>Approaching Expectations</b>   | <b>Falls Below Expectations</b>  |
|---|--|--|---|--|
| <b>Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school. ELCC 5.4</b> | <b>18 - 20 points</b><br>The candidate thoroughly describes the court's reasoning and identifies four legal and one ethical principle that provides evidence of comprehensive knowledge of moral and legal consequences of decision making in schools.             | <b>16 – 17.9 points</b><br>The candidate describes the court's reasoning and identifies four legal and one ethical principle that provides evidence of adequate knowledge of moral and legal consequences of decision making in schools.                     | <b>14 – 15.9 points</b><br>The candidate describes the court's reasoning and identifies four legal and one ethical principle that provides evidence of inadequate knowledge of moral and legal consequences of decision making in schools.    | <b>0 – 13.9 points</b><br>The candidate describes the court's reasoning and identifies four legal and one ethical principle that provides evidence of wholly inadequate knowledge of moral and legal consequences of decision making in schools.     |
| <b>Candidates understand and can advocate for school students, families, and caregivers. ELCC 6.1</b>                               | <b>22.5 - 25 points</b><br>The candidate specifies leadership implications that provide evidence of comprehensive knowledge of how policies, laws, and regulations enacted by state, local, and federal authorities affect schools                                 | <b>20 – 22.4 points</b><br>The candidate specifies leadership implications that provide evidence of general knowledge of how policies, laws, and regulations enacted by state, local, and federal authorities affect schools                                 | <b>17.5 – 19.9 points</b><br>The candidate specifies leadership implications that provide evidence of inadequate knowledge of how policies, laws, and regulations enacted by state, local, and federal authorities affect schools             | <b>0 – 17.4 points</b><br>The candidate specifies leadership implications that provide evidence of wholly inadequate knowledge of how policies, laws, and regulations enacted by state, local, and federal authorities affect schools                |
| <b>Organization, mechanics and proofing</b>   | <b>4.5 - 5 points</b><br>The briefs are evenly consistent with the prescribed format, organized and error-free; non-discriminatory language is used, clear sentence structures are used.   | <b>4 – 4.4 points</b><br>The briefs are informed by the prescribed format. Occasional grammatical or word errors are present. Non-discriminatory language and clear sentence structures are used. A few unclear word choices are present.                    | <b>3.5 – 3.9 points</b><br>The briefs are somewhat organized. Several errors are present. Language is discriminatory in nature. Sentence structures are unclear and word choices are confusing.   | <b>0 – 3.4 points</b><br>The briefs are poorly organized. Numerous errors and discriminatory language are present. Sentence structures are poor, word choices are confusing.   |
| <b>Presentation</b>   | <b>9 - 10 points</b><br>Presentation of the topic reveals in-depth research of the legal issues, clear synthesis of key points to inform recommendations for future leadership practice, and incorporates design elements that stimulate discussion and questions. | <b>8 – 8.9 points</b><br>Presentation of the topic reveals general research of the legal issues, synthesis of key points to inform recommendations for future leadership practice, and incorporates design elements that stimulate discussion and questions. | <b>7 – 7.9 points</b><br>Presentation of the topic reveals limited research of the legal issues, synthesis of key points to inform recommendations for future leadership practice; design elements do not stimulate discussion and questions. | <b>0 – 6.9 points</b><br>Presentation of the topic reveals a lack of research of the legal issues, no synthesizes of key points to inform recommendations for future leadership practice; design elements do not stimulate discussion and questions. |