



## Course Description

Examines the legal aspects of fire service and the political and social impacts of legal issues. Includes a review of the American legal system and in-depth coverage of legal and political issues involving employment and personnel matters.

## Course Textbook

Bennett, L. T. (2008). *Fire service law*. Upper Saddle River, NJ: Prentice Hall.

## Course Learning Outcomes

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

1. Identify potential legal and political issues in fire and emergency services.
2. Describe legal lessons learned from recent cases, and identify best practices in the fire service to avoid legal liability.
3. Analyze and apply legal rules and political issues to manage risk.
4. Formulate political and legal conclusions and recommendations based on analysis.
5. Locate and apply recent legal and legislative online resources.

## Credits

Upon completion of this course, the students will earn three (3) hours of college credit.

## Course Structure

1. **Unit Learning Outcomes:** Each unit contains Unit Learning Outcomes that specify the measurable skills and knowledge students should gain upon completion of the unit.
2. **Unit Lesson:** Each unit contains a Unit Lesson, which discusses unit material.
3. **Reading Assignments:** Each unit contains Reading Assignments from one or more chapters from the textbook. Suggested Readings are listed in each unit study guide. The readings themselves are not provided in the course, but students are encouraged to read the resources listed if the opportunity arises as they have valuable information that expands upon the lesson material.
4. **Key Terms:** Key Terms are intended to guide students in their course of study. Students should pay particular attention to Key Terms as they represent important concepts within the unit material and reading.
5. **Discussion Boards:** Discussion Boards are a part of all CSU term courses. More information and specifications can be found in the Student Resources link listed in the Course Menu bar.
6. **Unit Assignments:** Students are required to submit for grading Unit Assignments in Units I-VIII. Specific information and instructions regarding these assignments are provided below. Grading rubrics are included with all Assignments. Specific information about accessing these rubrics is provided below.
7. **Ask the Professor:** This communication forum provides you with an opportunity to ask your professor general or course content related questions.
8. **Student Break Room:** This communication forum allows for casual conversation with your classmates.

## CSU Online Library

The CSU Online Library is available to support your courses and programs. The online library includes databases, journals, e-books, and research guides. These resources are always accessible and can be reached through the library webpage. To access the library, log into the myCSU Student Portal, and click on “CSU Online Library.” You can also access the CSU Online Library from the “My Library” button on the course menu for each course in Blackboard.

The CSU Online Library offers several reference services. E-mail ([library@columbiasouthern.edu](mailto:library@columbiasouthern.edu)) and telephone (1.877.268.8046) assistance is available Monday – Thursday from 8 am to 5 pm and Friday from 8 am to 3 pm. The library’s chat reference service, *Ask a Librarian*, is available 24/7; look for the chat box on the online library page.

Librarians can help you develop your research plan or assist you in finding relevant, appropriate, and timely information. Reference requests can include customized keyword search strategies, links to articles, database help, and other services.

## Unit Assignments

### Unit I Case Study

#### Case Study 1: 50 points

Read the U.S. Department of Commerce’s National Institute of Standards and Technology report on the February 20, 2003 fire at The Station nightclub in Rhode Island that killed 100 people. The report is available at [http://www.nist.gov/manuscript-publication-search.cfm?pub\\_id=100988](http://www.nist.gov/manuscript-publication-search.cfm?pub_id=100988)

Prepare a memo to your fire chief that outlines the “lessons learned” from that incident and that addresses corrective actions that your department and/or the state fire marshal should take.

Your response should be at least 300 words in length. You are required to use at least your textbook as source material for your response. All sources used, including the textbook, must be referenced; paraphrased and quoted material must have accompanying citations.

#### Case Study 2: 50 points

Read the NIOSH Fire Fighter Fatality Investigation Report F-2001-16 on the LODD of a career firefighter who died in responding to a house fire resulting from an improperly installed hot water heater. The report is available at <http://www.cdc.gov/niosh/fire/reports/face200116.html>.

The firefighter’s widow filed suit against the heating and ventilation company that sold the water heater, the plumber that installed it, and the homeowner. The case never went to hearing since it was settled during the pre-trial discovery stage, as is commonplace.

Research the fireman’s rule in your state, and determine whether it has been modified by statute. Discuss the above incident and whether you believe each of the defendant’s would be found liable under the current status of the rule in your state and whether that is fair and reasonable.

Your response should be at least 300 words in length. You are required to use at least your textbook as source material for your response. All sources used, including the textbook, must be referenced; paraphrased and quoted material must have accompanying citations.

Please submit your Case Study 1 and 2 responses as one word document.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

### Unit II Case Study

#### Case Study 1: 50 points

Review Articles V and VI of the EMAC legislation Public Law 104-321.

To do this, copy and paste the following web address into a web browser: <http://www.gpo.gov/fdsys/pkg/PLAW-104publ321/pdf/PLAW-104publ321.pdf>

Assume that in response to a request for support from a neighboring state, your fire department decides to send one engine and a crew of four career firefighters/paramedics. You are not selected. One of your best friends who has been selected urges you to drive to the site of the call in the neighboring state in your own vehicle and hook up with the engine company when you get there.

From pre-EMAC and post-EMAC perspectives, describe what legal liability risks you are personally incurring when rendering medical assistance as an out-of-state paramedic who is "freelancing". If the incident commander allows you to participate in response, is he or she and/or your home municipality facing potential liability? Be sure to address each issue from both perspectives.

Your response should be at least 300 words in length. You are required to use at least your textbook as source material for your response. All sources used, including the textbook, must be referenced; paraphrased and quoted material must have accompanying citations.

### Case Study 2: 50 points

The St. Louis Fire Department experienced a heavy drop in emergency vehicle accidents after issuing an SOP that requires "on the quiet" responses (no red lights or sirens) for incidents such as automatic alarms, smoke detectors, sprinkler alarms, manual pull stations, carbon monoxide detectors, and natural gas leaks. Many fire departments limit "hot" responses to alarm drops to the first due engine and, possibly, a battalion chief. Other departments will send an engine company to accompany an emergency medical services squad, but the engine company goes "on the quiet."

A couple of terrific studies of such policies in Anne Arundel County, MD, and Philadelphia, PA, are available via the U.S. Fire Administration's website.

Williams, A. S., Anne Arundel County Fire Department. (2005). Identifying issues when responding without lights and siren to selected call types for the Anne Arundel County Fire Department. Emmitsburg, MD: National Fire Academy. Retrieved from <http://nfa.usfa.fema.gov/pdf/efop/efo38659.pdf>

You can locate the above study through one of the following ways:

- Copy and paste the following link into a web browser: <http://nfa.usfa.fema.gov/pdf/efop/efo38659.pdf>
- The following link will take you to the information page with a link to the .pdf: <http://usfa.kohalibrary.com/app/work/173444>
- Use a key word search or call number (38659) at the following website: <http://usfa.kohalibrary.com/>

Hargett, E. F., Philadelphia Fire Department. (2005). Preventing emergency vehicle accidents in the Philadelphia Fire Department. Emmitsburg, MD: National Fire Academy. Retrieved from <http://nfa.usfa.fema.gov/pdf/efop/efo38366.pdf>

You can locate the above study through one of the following ways:

- Copy and paste the following link into a web browser: <http://nfa.usfa.fema.gov/pdf/efop/efo38366.pdf>
- The following link will take you to the information page with a link to the PDF: <http://usfa.kohalibrary.com/app/work/173362>
- Use a key word search or call number (38366) at the following website: <http://usfa.kohalibrary.com/>

Describe what fire departments have done in your particular state to develop a similar SOP that addresses emergency response on certain runs.

Your response should be at least 300 words in length. You are required to use at least your textbook as source material for your response. All sources used, including the textbook, must be referenced; paraphrased and quoted material must have accompanying citations.

Please submit your Case Study 1 and 2 responses as one word document.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

## Unit III Case Study

### Case Study 1: 50 points

Review Case Study 6-2: Firefighter Mandatory Retirement Age, found on page 75 in the textbook. *Minch v. City of Chicago*, 363 F.3d 615 (7<sup>th</sup> Cir. April 9, 2004).

The full decision is available at <http://caselaw.findlaw.com/us-7th-circuit/1314030.html>

Discuss whether you believe it is appropriate for physical examination/tests to be given more frequently as firefighters increase in age to ensure they are physically capable of handling the duties and responsibilities of the job. As part of your analysis of this issue, address whether you believe all firefighters, including those in administrative positions, should be required to pass annual physical examinations/tests.

Your response should be at least 300 words in length. You are required to use at least your textbook as source material for your response. All sources used, including the textbook, must be referenced; paraphrased and quoted material must have accompanying citations.

### Case Study 2: 50 points

Review Case study 7-2: Employer "Mixed Motive" When Terminating Female-Circumstantial Evidence Admissible to Prove Anti-Female Workplace/U.S. Supreme Court, found on page 85 in the textbook. *Desert Palace, Inc. dba Caesars Palace Hotel and Casino v. Costa*, 539 U.S.90 (2003; U.S. Supreme Court, (June 9, 2003).

The full decision is available at <http://www.law.cornell.edu/supct/html/02-679.ZS.html>

Then, consider this hypothetical situation. You are the fire chief. A female firefighter has complained to you about ongoing harassment, and you have promptly investigated and verbally cautioned her male crew members to stop the harassment.

Describe what steps you should next take when you receive complaints from those same crew members about her lack of cooperation and substandard performance.

Your response should be at least 300 words in length. You are required to use at least your textbook as source material for your response. All sources used, including the textbook, must be referenced; paraphrased and quoted material must have accompanying citations.

Please submit your Case Study 1 and 2 responses as one Word document.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

## Unit IV Case Study

### Case Study 1: 50 points

Review Case Study 8-1: Fire Apprentice Program to Recruit Minorities – Added Points on Entrance Test, found on page 99 in the textbook. *IAFF Local 136 v. City of Dayton*, 107 Ohio St. 3d 10, 2005-Ohio-5826 (November 16, 2005).

To view the full decision copy and paste the following web address into a web browser:

<http://www.sconet.state.oh.us/rod/docs/pdf/0/2005/2005-ohio-5826.pdf>

Although the Ohio Supreme Court found the added points program did not violate the rights of male and non-minority applicants, describe some alternative means or programs that the fire department might use to recruit female and minority firefighters.

Your response should be at least 300 words in length. You are required to use at least your textbook as source material for your response. All sources used, including the textbook, must be referenced; paraphrased and quoted material must have accompanying citations.

## Case Study 2: 50 points

Review Case study 9-2: Firefighter with Back Injury Offered Light Duty in Police Department, found on page 116 in the textbook. *Pfanz v. City of Cincinnati*, 149 Ohio App.3d 743, 778 N.E.2d 1073 (Ohio 1<sup>st</sup> District Court of Appeals (2002)).

To view the full decision copy and paste the following web address into a web browser:

<http://www.supremecourt.ohio.gov/rod/docs/pdf/1/2002/2002-Ohio-5492.pdf>

Large fire departments typically have light duty assignments available for firefighters who are temporarily unable to perform the essential functions of their regular job. However, many smaller departments do not have such accommodations available.

Explain the obligations of employers and employees to enter into discussions regarding reasonable accommodations. Also, discuss whether the department that does offer an accommodation, such as a light duty assignment, should impose a time limit for when the firefighter must either return to full duty, take disability retirement, or otherwise leave the department.

Your response should be at least 300 words in length. You are required to use at least your textbook as source material for your response. All sources used, including the textbook, must be referenced; paraphrased and quoted material must have accompanying citations.

Please submit your Case Study 1 and 2 responses as one Word document. Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

## **Unit V Case Study**

### Case Study 1: 50 points

Review Case Study 11-3: Comp Time – Public Employers Offering Instead of Overtime Pay/U.S. Supreme Court, found on page 146 in the textbook. *Christensen v. Harris County*, 529 U.S. 576 (2000).

The full decision is available at

<http://supreme.justia.com/cases/federal/us/529/576/case.html>

Many fire departments have rules regarding the maximum compensation time that employees may accumulate and also how compensation time is paid at retirement or termination.

Discuss the rules regarding compensation time accrual and use in your fire department or another department in your state and compare and contrast them to those at issue in *Christensen*. Be sure to address if and how the rules comply with the FLSA.

Your response should be at least 300 words in length. You are required to use at least your textbook as source material for your response. All sources used, including the textbook, must be referenced; paraphrased and quoted material must have accompanying citations.

### Case Study 2: 50 points

Review Case Study 12-1: Random Drug testing – No History of Drug Problems on Fire Department, found on page 152 in the textbook. *Petersen v. City of Mesa*, 83 P.3d 35 (Ariz. 2004), Arizona Supreme Court No. CV-03-0100-PR.

To view the full decision copy and paste the following web address into a web browser:

<https://www.courtlistener.com/ariz/5rSY/petersen-v-city-of-mesa/>

Though the Arizona Supreme Court found Mesa's random drug testing to be outside the "closely guarded category of constitutionally permissible suspicionless searches", a number of Appeals Court cases have upheld drug testing of firefighters in general, finding that they do serve in "safety-sensitive" positions.

Discuss whether your fire department or another fire department in your state has a random drug testing program. Briefly outline the provisions of the program. Also, explain if and how this program is addressed in your union's collective bargaining agreement with your employer.

Your response should be at least 300 words in length. You are required to use at least your textbook as source material for your response. All sources used, including the textbook, must be referenced; paraphrased and quoted material must have accompanying citations.

Please submit your Case Study 1 and 2 responses as one Word document.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

## **Unit VI Case Study**

### Case Study 1: 50 points

Review Case Study 14-1: Physical Fitness and Wellness Program – Annual Medical Exam, found on page 184 in the textbook. *Weimer v. City of Baton Rouge*, 915 So.2d 875 (La.App. May 6, 2005).

The full decision is available at

[http://scholar.google.com/scholar\\_case?case=1814941207931918549&hl=en&as\\_sdt=2&as\\_vis=1&oi=scholar](http://scholar.google.com/scholar_case?case=1814941207931918549&hl=en&as_sdt=2&as_vis=1&oi=scholar)

This case addressed the legality of imposing a health and wellness program on firefighters.

Describe the nature of the health and wellness program in your fire department or another department in your state. Explain the process by which the program was implemented and the union's part, if any, in that process. Address the aspects of the program requiring voluntary or mandatory participation and, if applicable, disciplinary or non-disciplinary actions resulting from refusal to participate.

Your response should be at least 300 words in length. You are required to use at least your textbook as source material for your response. All sources used, including the textbook, must be referenced; paraphrased and quoted material must have accompanying citations.

### Case Study 2: 50 points

Review Case Study 14-3: Physical Ability Testing, Adverse Impact on Female Firefighters, found on page 187 in the textbook. *Victoria Pietras v. Board of Fire Commissioners of the Farmingdale Fire District*, 180 F.3d 468 (2<sup>nd</sup> Cir. 1999).

The full decision is available at

<http://openjurist.org/180/f3d/468/pietras-v-board-of-fire-commissioners-of-the-farmingville-fire-district>

This case addressed the disparate impact of a physical agility test on female firefighters.

Describe the physical agility testing done by your fire department or a department in your state. Address whether the testing is work related and reflects a "real world" scenario. Also, discuss whether you believe the testing has a disparate impact based upon sex or age.

Your response should be at least 300 words in length. You are required to use at least your textbook as source material for your response. All sources used, including the textbook, must be referenced; paraphrased and quoted material must have accompanying citations.

Please submit your Case Study 1 and 2 responses as one Word document.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

## **Unit VII Case Study**

### Case Study 1: 50 points

Review *Harmon v. Ogden City Corporation*, 2007 UT App. 336, Case No 20060434-CA, October 18, 2007.

The full decision is available at

<http://caselaw.findlaw.com/ut-court-of-appeals/1238012.html>

Harmon was a captain who was terminated for his involvement in a number of inappropriate, off duty activities during his twenty-one year career.

Discuss what policies your department has in place to prevent and address off duty activities, such as those in *Harmon*. Describe any training that is conducted or that you believe should be conducted to address the impact of off duty activities on your official position. In your description, identify whether this training covers ethics and conflicts of interest. Also, address whether you believe Harmon's termination was an appropriate sanction.

Your response should be at least 300 words in length. You are required to use at least your textbook as source material for your response. All sources used, including the textbook, must be referenced; paraphrased and quoted material must have accompanying citations.

#### Case Study 2: 50 points

Review *In the Matter of an Act 111 Interest Arbitration between City of Philadelphia and International Association of Fire Fighters*, Local 22, AAA Case No. 14 360 L 00532 09, Issued July 2, 2012.

To view the full decision copy and paste the following web address into a web browser:

[http://media.philly.com/documents/Local+22+Remand+Award+w+Dissent+and+Concurrence+\(July+2\).pdf](http://media.philly.com/documents/Local+22+Remand+Award+w+Dissent+and+Concurrence+(July+2).pdf)

The International Association of Fire Fighters (IAFF), Local 22, has been pursuing payment of its \$200M arbitration award for a number of years. The initial award was reviewed and vacated by the Philadelphia County Court of Common Pleas and then remanded back to the arbitration panel.

Discuss whether you agree or disagree with the panel's final decision in light of the dire budget issues facing Philadelphia. Should the city's budget woes be taken into consideration by the panel, and, if so, how much weight would you give to the situation? Describe the dispute resolution provision in your collective bargaining agreement or, if you do not have one, describe the provision for one of your local firefighters' unions. Discuss whether you believe such a provision is fair and equitable for both parties.

Your response should be at least 300 words in length. You are required to use at least your textbook as source material for your response. All sources used, including the textbook, must be referenced; paraphrased and quoted material must have accompanying citations.

Please submit your Case Study 1 and 2 responses as one Word document.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

### **Unit VIII Case Study**

#### Case Study 1: 50 points

Review Case Study 18-1: EMT Injured by Toxic Fumes - Files Suit Against Chemical Company, found on page 231 in the textbook. *Kapherr v. MFG Chemical, Inc.*, No. A06A0184, December 28, 2005.

The full decision is available at

<http://caselaw.findlaw.com/ga-court-of-appeals/1005355.html>

In *Kapherr*, the Georgia Court of Appeals found that the fireman's rule does apply to emergency medical technicians. Address the argument that Kapherr maintained regarding treating the injured only if the scene had been secured. Do you agree with the court's reasoning in responding to this defense? Explain why, or why not.

Describe a set of circumstances under which it would *not* be reasonable to consider that the emergency responder has assumed the risk of the hazardous circumstances at the scene.

Research and determine the status of the fireman's rule in Georgia. Identify whether there has been any change to the law since *Kapherr*. Research and determine the status of the Fireman's rule in your state. If your state is Georgia or Florida, please select a neighboring state. Has the rule been adopted and enacted into law? Have there been any exceptions enacted into law?

Your response should be at least 300 words in length. You are required to use at least your textbook as source material for your response. All sources used, including the textbook, must be referenced; paraphrased and quoted material must have accompanying citations.

## Case Study 2: 50 points

Read *Espinoza v. Schulenburg*, CV-05-0158-PR, Arizona Supreme Court, 2006.

To view the full decision copy and paste the following web address into a web browser:

[http://www.myazbar.org/AZAttorney/PDF\\_Articles/0706appellate.pdf](http://www.myazbar.org/AZAttorney/PDF_Articles/0706appellate.pdf)

Espinoza was an off duty firefighter and emergency medical technician who was injured while providing roadside assistance to the Schulenburgs. The trial court granted summary judgment to the Schulenburgs, holding that the firefighter's rule bars Espinoza's claim. The court of appeals reversed that decision, holding that the firefighter's rule should be narrowly construed so as not to bar the claims of off duty firefighters.

To see the full Court of Appeals decision, copy and paste the following web address into a web browser:

<http://statecasefiles.justia.com/documents/arizona/court-of-appeals-division-one-published/CV040438.pdf>

However, the appeals court remanded for determination of whether Espinoza had a duty as part of her job as a firefighter to render assistance, in which case the court would apparently conclude that the rule should apply to bar her suit. On appeal to the Arizona Supreme Court, a more conclusive decision was handed down. That Court made the clear distinction between on-duty and off duty, finding that Espinoza volunteered to render aid and, therefore, the fireman's rule did not apply.

Discuss how the Arizona Supreme Court distinguished between on-duty and off duty. Do you agree with this distinction? Can you suggest other distinguishing factors that should have been considered? Should the fact that one receives workers' compensation for the injury enter into the distinction? Describe how your department addresses rendering aid off duty. Is it part of your "duty" as a firefighter, or is it more so an ethical duty? Also, describe how your department addresses off duty injuries incurred as a result of rendering aid.

Your response should be at least 300 words in length. You are required to use at least your textbook as source material for your response. All sources used, including the textbook, must be referenced; paraphrased and quoted material must have accompanying citations.

Please submit your Case Study 1 and 2 responses as one Word document.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

## **Submitting Course Papers/Projects**

Once you have completed your papers/projects, submit your completed papers/projects by uploading through the Assignment tab in each unit. Do not e-mail your paper directly to your professor. By using the Assignment tab, your record will automatically be updated to indicate you have submitted your papers/projects and the assignment will be provided to your professor for grading. Instructions for submitting your assignment can be found under the Assignment tab in each unit.

## **APA Guidelines**

The application of the APA writing style shall be practical, functional, and appropriate to each academic level, with the primary purpose being the documentation (citation) of sources. CSU requires that students use APA style for certain papers and projects. Students should always carefully read and follow assignment directions and review the associated grading rubric when available. Students can find CSU's Citation Guide by clicking [here](#). This document includes examples and sample papers and provides information on how to contact the CSU Success Center.

## **Grading Rubrics**

This course utilizes analytic grading rubrics as tools for your professor in assigning grades for all learning activities. Each rubric serves as a guide that communicates the expectations of the learning activity and describes the criteria for each level of achievement. In addition, a rubric is a reference tool that lists evaluation criteria and can help you organize your



efforts to meet the requirements of that learning activity. It is imperative for you to familiarize yourself with these rubrics because these are the primary tools your professor uses for assessing learning activities.

Rubric categories include: (1) Discussion Board, (2) Assessment (Written Response), and (3) Assignment. However, it is possible that not all of the listed rubric types will be used in a single course (e.g., some courses may not have Assessments).

The Discussion Board rubric can be found within Unit I's Discussion Board submission instructions.

The Assessment (Written Response) rubric can be found embedded in a link within the directions for each Unit Assessment. However, these rubrics will only be used when written-response questions appear within the Assessment.

Each Assignment type (e.g., article critique, case study, research paper) will have its own rubric. The Assignment rubrics are built into Blackboard, allowing students to review them prior to beginning the Assignment and again once the Assignment has been scored. This rubric can be accessed via the Assignment link located within the unit where it is to be submitted. Students may also access the rubric through the course menu by selecting "Tools" and then "My Grades."

**Again, it is vitally important for you to become familiar with these rubrics because their application to your Discussion Boards, Assessments, and Assignments is the method by which your instructor assigns all grades.**

## Communication Forums

These are non-graded discussion forums that allow you to communicate with your professor and other students. Participation in these discussion forums is encouraged, but not required. You can access these forums with the buttons in the Course Menu. Instructions for subscribing/unsubscribing to these forums are provided below.

[Click here for instructions on how to subscribe/unsubscribe and post to the Communication Forums.](#)

### Ask the Professor

This communication forum provides you with an opportunity to ask your professor general or course content questions. Questions may focus on Blackboard locations of online course components, textbook or course content elaboration, additional guidance on assessment requirements, or general advice from other students.

Questions that are specific in nature, such as inquiries regarding assessment/assignment grades or personal accommodation requests, are NOT to be posted on this forum. If you have questions, comments, or concerns of a non-public nature, please feel free to email your professor. Responses to your post will be addressed or emailed by the professor within 48 hours.

Before posting, please ensure that you have read all relevant course documentation, including the syllabus, assessment/assignment instructions, faculty feedback, and other important information.

### Student Break Room

This communication forum allows for casual conversation with your classmates. Communication on this forum should always maintain a standard of appropriateness and respect for your fellow classmates. This forum should NOT be used to share assessment answers.

## Grading

Discussion Board (8 @ 2%)	= 16%
Case Studies (8 @ 10.5%)	= 84%
<b>Total</b>	<b>= 100%</b>

## **Course Schedule/Checklist (PLEASE PRINT)**

The following pages contain a printable Course Schedule to assist you through this course. By following this schedule, you will be assured that you will complete the course within the time allotted.

By following this schedule, you will be assured that you will complete the course within the time allotted. Please keep this schedule for reference as you progress through your course.

<b>Unit I</b>	<b>American Legal System and Line of Duty Death (LODD) and Safety</b>
<b>Review:</b>	<input type="checkbox"/> Unit Study Guide
<b>Read:</b>	<input type="checkbox"/> <b>Chapter 1:</b> American Legal System: Search Warrants in Arson Investigations, Fire Code Enforcement, and Civil Litigation <input type="checkbox"/> <b>Chapter 2:</b> Line of Duty Death (LODD) and Safety: Litigation and Fireman’s rule <input type="checkbox"/> <b>Suggested Reading:</b> See Study Guide
<b>Discuss:</b>	<input type="checkbox"/> <b>Discussion Board Response:</b> Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time) <input type="checkbox"/> <b>Discussion Board Comment:</b> Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)
<b>Submit:</b>	<input type="checkbox"/> <b>Case Study</b> by Tuesday, 11:59 p.m. (Central Time)
Notes/Goals:	

<b>Unit II</b>	<b>Homeland Security, Incident Command, and Emergency Vehicle Operations</b>
<b>Review:</b>	<input type="checkbox"/> Unit Study Guide
<b>Read:</b>	<input type="checkbox"/> <b>Chapter 3:</b> Homeland Security: National Incident Management System, USA Patriot Act, and War on Terrorism <input type="checkbox"/> <b>Chapter 4:</b> Incident Command: Fire Scene Operations, Training, and Immunity <input type="checkbox"/> <b>Chapter 5:</b> Emergency Vehicle Operations <input type="checkbox"/> <b>Suggested Reading:</b> See Study Guide
<b>Discuss:</b>	<input type="checkbox"/> <b>Discussion Board Response:</b> Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time) <input type="checkbox"/> <b>Discussion Board Comment:</b> Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)
<b>Submit:</b>	<input type="checkbox"/> <b>Case Study</b> by Tuesday, 11:59 p.m. (Central Time)
Notes/Goals:	

Unit III		Employment Litigation and Sexual Harassment
<b>Review:</b>	<input type="checkbox"/>	Unit Study Guide
<b>Read:</b>	<input type="checkbox"/>	<b>Chapter 6:</b> Employment Litigation: Age, Beards, Free Speech, and Promotions
	<input type="checkbox"/>	<b>Chapter 7:</b> Sexual Harassment: Hostile Work Atmosphere, Pregnancy Discrimination, and Gender Discrimination
	<input type="checkbox"/>	<b>Suggested Reading:</b> See Study Guide
<b>Discuss:</b>	<input type="checkbox"/>	<b>Discussion Board Response:</b> Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
	<input type="checkbox"/>	<b>Discussion Board Comment:</b> Comment on another student's Discussion Board response by Tuesday, 11:59 p.m. (Central Time)
<b>Submit:</b>	<input type="checkbox"/>	<b>Case Study</b> by Tuesday, 11:59 p.m. (Central Time)
Notes/Goals:		

Unit IV		Race and Disability Discrimination and the Family Medical Leave Act
<b>Review:</b>	<input type="checkbox"/>	Unit Study Guide
<b>Read:</b>	<input type="checkbox"/>	<b>Chapter 8:</b> Race Discrimination
	<input type="checkbox"/>	<b>Chapter 9:</b> Americans with Disabilities Act (ADA)
	<input type="checkbox"/>	<b>Chapter 10:</b> Family Medical Leave Act (FMLA)
	<input type="checkbox"/>	<b>Suggested Reading:</b> See Study Guide
<b>Discuss:</b>	<input type="checkbox"/>	<b>Discussion Board Response:</b> Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
	<input type="checkbox"/>	<b>Discussion Board Comment:</b> Comment on another student's Discussion Board response by Tuesday, 11:59 p.m. (Central Time)
<b>Submit:</b>	<input type="checkbox"/>	<b>Case Study</b> by Tuesday, 11:59 p.m. (Central Time)
Notes/Goals:		

Unit V	Fair Labor Standards Act, Drug-Free Workplace, and Emergency Medical Service
<b>Review:</b>	<input type="checkbox"/> Unit Study Guide
<b>Read:</b>	<input type="checkbox"/> <b>Chapter 11:</b> Fair Labor Standards Act <input type="checkbox"/> <b>Chapter 12:</b> Drug-Free Workplace: Random Drug Testing and Firefighter DUIs <input type="checkbox"/> <b>Chapter 13:</b> Emergency Medical Service (EMS) and the Health Insurance Portability and Accountability Act (HIPAA) <input type="checkbox"/> <b>Suggested Reading:</b> See Study Guide
<b>Discuss:</b>	<input type="checkbox"/> <b>Discussion Board Response:</b> Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time) <input type="checkbox"/> <b>Discussion Board Comment:</b> Comment on another student's Discussion Board response by Tuesday, 11:59 p.m. (Central Time)
<b>Submit:</b>	<input type="checkbox"/> <b>Case Study</b> by Tuesday, 11:59 p.m. (Central Time)
Notes/Goals:	

Unit VI	Physical Fitness and Critical Incident Stress Management
<b>Review:</b>	<input type="checkbox"/> Unit Study Guide
<b>Read:</b>	<input type="checkbox"/> <b>Chapter 14:</b> Physical Fitness <input type="checkbox"/> <b>Chapter 15:</b> Critical Incident Stress Management <input type="checkbox"/> <b>Suggested Reading:</b> See Study Guide
<b>Discuss:</b>	<input type="checkbox"/> <b>Discussion Board Response:</b> Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time) <input type="checkbox"/> <b>Discussion Board Comment:</b> Comment on another student's Discussion Board response by Tuesday, 11:59 p.m. (Central Time)
<b>Submit:</b>	<input type="checkbox"/> <b>Case Study</b> by Tuesday, 11:59 p.m. (Central Time)
Notes/Goals:	

Unit VII	
<b>Discipline: Misconduct On-Duty and Off duty and Ethical Decision Making; Arbitration/Mediation</b>	
<b>Review:</b>	<input type="checkbox"/> Unit Study Guide
<b>Read:</b>	<input type="checkbox"/> <b>Chapter 16:</b> Discipline: Misconduct On Duty and Off Duty and Ethical Decision Making <input type="checkbox"/> <b>Chapter 17:</b> Arbitration/Mediation <input type="checkbox"/> <b>Suggested Reading:</b> See Study Guide
<b>Discuss:</b>	<input type="checkbox"/> <b>Discussion Board Response:</b> Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time) <input type="checkbox"/> <b>Discussion Board Comment:</b> Comment on another student's Discussion Board response by Tuesday, 11:59 p.m. (Central Time)
<b>Submit:</b>	<input type="checkbox"/> <b>Case Study</b> by Tuesday, 11:59 p.m. (Central Time)
Notes/Goals:	

Unit VIII	
<b>Legislative Process: Getting Helpful Laws Passed for the Fire Service (Amending the Fireman's rule)</b>	
<b>Review:</b>	<input type="checkbox"/> Unit Study Guide
<b>Read:</b>	<input type="checkbox"/> <b>Chapter 18:</b> Legislative Process: Getting Helpful Laws Passed for the Fire Service (Amending the Fireman's rule) <input type="checkbox"/> <b>Suggested Reading:</b> See Study Guide
<b>Discuss:</b>	<input type="checkbox"/> <b>Discussion Board Response:</b> Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time) <input type="checkbox"/> <b>Discussion Board Comment:</b> Comment on another student's Discussion Board response by Tuesday, 11:59 p.m. (Central Time)
<b>Submit:</b>	<input type="checkbox"/> <b>Case Study</b> by Tuesday, 11:59 p.m. (Central Time)
Notes/Goals:	