SYLLABUS

DATE OF LAST REVIEW: 02/2013

CIP CODE: 43.0203

SEMESTER: Departmental Syllabus

COURSE TITLE: Historical Foundations of the Fire Service

COURSE NUMBER: FRSC -0272

CREDIT HOURS: Three (3)

INSTRUCTOR: Departmental Syllabus

OFFICE LOCATION: Departmental Syllabus

OFFICE HOURS: Departmental Syllabus

TELEPHONE: Departmental Syllabus

EMAIL: Departmental Syllabus

KCKCC issued email accounts are the official means for electronically communicating with our students.

REQUIRED TEXT & MATERIALS: Please check with the KCKCC bookstore, http://www.kckccbookstorecom/, for the required texts for your particular class.

COURSE DESCRIPTION:
Emphasis is placed on the historical evolution of the fire service as it pertains to the equipment, organizational structures, terminology, customs and traditions. Students will be involved in looking at primary and secondary documents in developing an understanding of the fire service culture. Critical analysis and historical research will be advanced in the curriculum using local historical records and artifacts.

METHOD OF INSTRUCTION:
A variety of instructional methods may be used depending on content area. These include but are not limited to: lecture, multimedia, cooperative/collaborative learning, labs and demonstrations, projects and presentations, speeches, debates, and panels, conferencing, performances, and learning experiences outside the classroom. Methodology will be selected to best meet student needs.

COURSE OUTLINE:
The course outline is indicated below and is subject to change as course development dictates:
I. Introduction to the History of the Fire Service
   A. Man's use and control of fire
   B. Romans' contribution to firefighting
   C. Saint Florian
   D. Firefighting in Colonial America

II. History of Firefighting Equipment
   A. First fire engine
   B. Why fire engines are red
   C. History of the fire hydrant
   D. The advent of the fire extinguisher
   E. The development of the fire hose
   F. History of the fire helmet
   G. The development of breathing apparatus
   H. Turnout and bunker gear

III. The Tradition
   A. The Maltese Cross
   B. Fire Department Rank Insignia
   C. The true story of the Dalmatians.

IV. Great Fire Disasters
   A. Great fire disasters and lessons learned
   B. Firefighters' prayer
   C. Mayday
   D. A historical look at major firefighter fatality fires.
   E. Bagpipes at firefighter funerals
   F. Tolling of the bells
   G. The last alarm

V. Emergency Medical Services
   A. Paramedic Prayer
   B. Star of Life
   C. History of the ambulance
   D. The origins of the Paramedic

EXPECTED LEARNER OUTCOMES:
A. Student will be able to discuss the history of fire and the dawn of firefighting.
B. Student will be able to identify the evolution of firefighting equipment.
C. Student will be able to understand fire department traditions and their significance.
D. Student will be able to outline significant fire disasters and the lessons learned.
E. Student will be able to discuss the incorporation of emergency medical services into the fire department.

COURSE COMPETENCIES:
*Student will be able to discuss the history of fire and the dawn of firefighting.*
1. The student will be able to discuss the history of man's use and control of fire.
2. The student will be able to explain the connection between the Roman Empire and firefighting equipment and traditions.
3. The student will be able to iterate how Saint Florian became the patron saint of firefighters.
4. The student will be able to discuss the important people, theoretical concepts and innovations developed during colonial times in America.

Student will be able to identify the evolution of firefighting equipment.
5. The student will be able to discuss the development of the first fire engine.
6. The student will be able to iterate why red became the signature color for fire engines.
7. The student will be able to discuss the evolution of fire hydrants.
8. The student will be able to discuss the evolution of fire extinguishers.
9. The student will be able to describe the advent of the fire hose.
10. The student will be able to discuss the development of the leather fire helmet.
11. The student will be able to explain the evolution of firefighting breathing apparatus.
12. The student will be able to discuss the evolution of fire gear.

Student will be able to understand fire department traditions and their significance.
13. The student will be able to evaluate the validity of information regarding the adoption of the Maltese Cross as the firefighters badge throughout the United Stated.
14. The student will be able to explain the fire department ranks and insignias.
15. The student will be able to debate whether the Dalmatian is the true fire department canine.

Student will be able to outline significant fire disasters and the lessons learned.
16. The student will understand fire departments history of retroactive fire prevention.
17. The student will be able to discuss various fire catastrophes that could have been prevented.
18. The student will be able to iterate the lessons learned from catastrophic fire events.
19. The student will research the “Mayday” call.
20. The student will discuss major fire fatality responses.
21. The student will understand why bagpipes are used at funeral processions of firefighters.
22. The student will understand why tolling of the bells are employed at firefighters funerals.

Student will be able to discuss the incorporation of emergency medical services into the fire department.
23. The student will be able to identify the persons and organizations responsible for the Star of Life becoming the recognized symbol of emergency medical services.
24. The student will be able to discuss the history of the Star of Life.
25. The student will be able to explain the meaning and symbolism of the Star of Life.
26. The student will be able to discuss the evolution of the ambulance.
27. The student will be able to discuss the history of emergency medical response in the United States.

ASSESSMENT OF LEARNER OUTCOMES:
Assessment methods may include, but are not limited to, the following: Homework, Assignments, Quizzes, Class Participation, Chapter Tests, and Final Exam. The grading scale and the process for calculating the course grades are to be determined by the individual instructors. This information will be included in each instructor’s syllabus.

SPECIAL NOTES:
This syllabus is subject to change at the discretion of the instructor. Material included is intended to provide an outline of the course and rules that the instructor will adhere to in
evaluating the student’s progress. However, this syllabus is not intended to be a legal contract. Questions regarding the syllabus are welcome any time.

Kansas City Kansas Community College is committed to an appreciation of diversity with respect for the differences among the diverse groups comprising our students, faculty, and staff that is free of bigotry and discrimination. Kansas City Kansas Community College is committed to providing a multicultural education and environment that reflects and respects diversity and that seeks to increase understanding.

Kansas City Kansas Community College offers equal educational opportunity to all students as well as serving as an equal opportunity employer for all personnel. Various laws, including Title IX of the Educational Amendments of 1972, require the college’s policy on non-discrimination be administered without regard to race, color, age, sex, religion, national origin, physical handicap, or veteran status and that such policy be made known.

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