

**Course Outline**

**COURSE:** JLE 136                      **DIVISION:** 50                      **ALSO LISTED AS:** JLE 236

**TERM EFFECTIVE:** Spring 2018                      **Inactive Course**

**SHORT TITLE:** FIREARMS INSTRUCTOR

**LONG TITLE:** Firearms Instructor Training

Units	Number of Weeks		Contact Hours/Week		Total Contact Hours
2	17.5	Lecture:	1.6	Lecture:	28
		Lab:	2.97	Lab:	51.98
		Other:	0	Other:	0
		Total:	4.57	Total:	79.98

**COURSE DESCRIPTION:**

Designed for the experienced firearms person who wants to qualify for rangemaster. Students must supply equipment and ammunition. The course is P.O.S.T. certified. This is a pass/no pass course. Units earned in this course do not count toward the associate degree and/or certain certificate requirements. Course is now listed as JLE 236. **ADVISORY:** JLE 100

**PREREQUISITES:**

**COREQUISITES:**

**CREDIT STATUS:** D - Credit - Degree Applicable

**GRADING MODES**

P - Pass/No Pass

**REPEATABILITY:** N - Course may not be repeated

**SCHEDULE TYPES:**

- 02 - Lecture and/or discussion
- 03 - Lecture/Laboratory
- 04 - Laboratory/Studio/Activity

**STUDENT LEARNING OUTCOMES:**

1. Develop a lesson plan and teach a unit of instruction.  
 Measure: oral teaching demonstration

ILO: 1,2,3,6

2. List range safety rules and describe the basic techniques of shooting.

Measure: written exam, role play

ILO: 2,3

3. Demonstrate proper use of a handgun, rifle and shotgun on the range and apply all firearms principles learned in class to the range activities.

Measure: performance and demonstration

ILO: 2,3,6

4. Verbally give commands running the range with dry and live fire.

Measure: project, performance

ILO: 1, 2, 3, 6, 7

5. Recognize and apply various adult learning strategies and utilize effective ways of training, teaching, and communicating.

Measure: performance, demonstration

ILO: 1,2,3,

## CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS

Inactive Course: 10/23/2017

Course is now listed as JLE 236.

2 Hours

### CONTENT: I. REGISTRATION / INTRODUCTIONS

A. Registration and Materials Distribution

B. Instructors

1. Instructor Introductions

2. Background and Qualifications

C. Students Introduction Activity (Required)

1. Student Introductions

2. Class Photo

D. Goals and objectives of the course

1. Not a "how to shoot" school

2. Instructor and evaluator development emphasis to train shooting

STUDENT PERFORMANCE OBJECTIVES (SPO): Identify the role of the range master

OUT-OF-CLASS ASSIGNMENTS: Reading assignment

2 Hours

### CONTENT:

#### II. RANGE SAFETY AND RANGE RULES

A. Range Rules and Regulations

1. Handout #1: Range Rules Sheet

2. General Rules and Range Specific Information

B. Responsibilities of the Range Master

1. Physical Safety Inspection of the Range

2. Unauthorized persons

3. Physical hazards

4. Physical presence required
  5. Weapons and ammunitions checked
  6. Eye and ear protection equipment
  - C. Classroom Handling of Weapons
    1. No loaded weapons in the classroom
    2. Instructor entry inspections
    3. Weapons handling limited to instruction
    4. Weapons displayed or used in instruction
  - D. Range House Handling of Weapons
    1. Under direction of the Range Master
    2. Weapons will be holstered, uncased, cleaned, loaded and unloaded where and when designated
  - E. Home Firearms Safety
    1. Handout #2: Laws Regarding Firearms Security
    2. Security vs. Accessibility
    3. Home Security Devices and Techniques
  - F. Health Issues
    1. Lead poisoning
    2. Common precautions at home and on the Range
- SPO: Apply rules of safety responsibilities of becoming a range master
- OUT-OF-CLASS ASSIGNMENTS: Reading assignment

4 Hours

CONTENT:

### III. SHOOTING PRE-TEST

- A. Required Exercise to complete the Firearms Instructor Course
  1. Student(s) failing to meet minimum score will not be allowed to complete the course
  2. Used to determine level of ability prior to training
  3. Qualification follows FBI Bull's-eye Course
  4. Weapons and ammunition inspection
- B. Description of the Shooting Pre-Test Course
  1. Slow Fire Phase
  2. Timed Fire Phase
  3. Rapid Fire Phase
  4. Minimum Qualification

SPO: Demonstrate minimum shooting score to continue course.

OUT-OF-CLASS ASSIGNMENTS: Cleaning and inspection of weapon

5 Hours

CONTENT:

### IV. HANDGUN NOMENCLATURE, CARE, CLEANING AND MAINTENANCE

- A. Revolver
  1. Nomenclature
  2. Breakdown
  3. Cleaning
- B. Semi-automatic Pistol
  1. Nomenclature
  2. Breakdown
  3. Cleaning

C. Maintenance and Care of Weaponry

D. And "repair"

SPO: Demonstrate knowledge of proper maintenance of weaponry

OUT-OF-CLASS ASSIGNMENTS: Practice breakdown and cleaning of weapon

3 Hours

CONTENT:

V. RANGE FIRST AID FOR INSTRUCTORS

SPO: Choose proper technique of first aid when applicable

OUT-OF-CLASS ASSIGNMENTS: reading assignment with review of First Aid instructions

4 Hours

CONTENT:

VI. SHOOTING FUNDAMENTALS LECTURE

A. Foundation of Good Shooting

1. Consistent weapon performance

2. Consistent ammunition performance

3. Consistent shooter performance

B. Target Shooting vs. Combat Shooting

1. Balance between speed and accuracy

2. Shot accountability

C. Types of Paper Targets

1. Purpose and Uses

2. Economic Considerations

3. Backings

D. Steel Reactive Targets

1. Background

2. Setback Distance

3. Target Slicking

4. Target Placement

5. Target Inspection

6. Firing Line Safety/Shooter Protection

7. Ammunition Considerations

C. Fundamentals

1. Stance

2. Grip

3. Sight Alignment

4. Sight Picture

5. Trigger Control

6. Breathing

7. Follow-through

D. Bull's Eye Shooting

1. Why Bull's-eye Training

2. Bull's-eye shooting on range

E. Bull's-eye target for score

1. Determine increase in ability

2. Discovery of shooting problems and correction

F. Practice Exercise on Bull's-eye Targets

1. Working on Score Improvement

2. Shot evaluation

SPO: Identify between target shooting and combat shooting

OUT-OF-CLASS ASSIGNMENTS: Practice Bull's-eye target shooting to improve score

4 Hours

CONTENT:

## VII. RANGE, TOWER AND LINE OPERATIONS LECTURE

### A. How to run a Firing Line

1. Range Master Duties
2. Equipment Preparation
3. Safety Hazard Violations

### B. Range Commands

1. Target Range
2. Combat Range

### C. Range Operation Required Practical Exercises

1. Each student will verbally give commands running the range with dry and live fire

SPO: Define the Range Masters duties of a Range Operation Exercise

OUT-OF-CLASS ASSIGNMENTS: Make a action plan of how to run a firing line

7 Hours

CONTENT:

## VIII. INSTRUCTOR DEVELOPMENT

### A Introduction

- 1 Instructor must develop and maintain positive interpersonal communication skills with their students
2. Instructors are expected to recognize and apply various adult learning strategies and to utilize effective ways of training, teaching, and communicating

### B. Discuss Reasons For Developing Positive Communication Skills, To Include:

1. Better interpersonal and professional relationships
2. Job satisfaction/success and reputation
3. Professional and personal safety/liability
4. Reduces stress
5. Enhances ability to reach goals
6. Establishes rapport

### C. Identify The Basic Components Of The Communication Process, Including:

1. Sender of the message
2. Receiver of the message
3. The message itself
4. Context of the message
5. The channel used to convey the message
6. Noise and filters (both the sender's and receiver's)
7. Feedback on the message

### D. Recognize The Communication Skills Needed To Deliver Effective Training, Including:

1. Verbal and non-verbal
2. Effective active listening
3. Recognizing and overcoming barriers to communication

E. Identify And Explain Components Of Effective Training, Including:

1. Instructor qualities
2. Presentation skills
3. Teaching/Training styles
4. Teaching/Training aids
5. Training plans

F. Compare And Contrast The Elements Of Student-Centered Vs. Teacher-Centered

Learning, Using The RIDEM Acronym

1. Student Centered
2. Instructor Centered
3. RIDEM Theory utilizing the Handout #3 entitled "RIDEM Article and RIDEM Checklist"

G. Analyze Adult Learning Styles (E.G. Visual, Auditory, And Kinesthetic) And Learning Domains (E.G. Affective, Cognitive, And Psychomotor) And How They Impact The Learning Process

1. Learning Styles as introduced by the REQUIRED VIEWING of POST "Trainee Learning Styles Scenario Video"
2. Learning Domains with Handout #4 "perceptual Learning Styles"
3. Adult Learning Concepts

H. Discuss Other Factors Or Issues That May Impact The Learning Process

1. Learning Environment
2. Student Factors
3. Other outside factors

I. Identify And Explain Qualities Of Successful Teachers, Which May Include:

1. Caring/Passion
2. Knowledge (Subject Matter Expert/Resource)
3. Skill as exemplified by the Handout #5 "Good Teaching"
4. Motivation
5. Focused on values
6. Analyze Personal Strengths And Weaknesses As A Trainer
7. REQUIRED EXERCISE to develop a training plan concerning an aspect of firearms instruction using a common instructional design method, which may include:
  1. Access performance in the Instruction Game Exercise
  2. Introduction (Performance objectives are explained)
  3. Presentation (Impart the new knowledge or skill)
  4. Application (Opportunity to put new knowledge or skill to use)
  5. Test (Evaluation of progress – holds the learner accountable)
  6. Utilize and add to discussions the Handout #6: "Selecting a Delivery Strategy"
  7. Develop Learning Activities
  8. Create Useful Training And Instructional Aids

SPO: Identify and explain qualities of successful teachers and other factors or issues that may impact the learning process.

OUT-OF-CLASS ASSIGNMENTS: Develop a training plan concerning an aspect of firearms instruction using a common instructional design method.

1 Hours

CONTENT:

#### IX. LESSON PLANNING EXERCISE

A. Required Exercise for Day 10: The students will prepare an outline of a pertinent "firearms instruction" topic for final presentation at the conclusion of the course.

1. Topics will be chosen from the "List of Topics" (Handout #7)

Finished

outline due in class at the start of Day 5.

2. Topics will not be duplicative and not "team" presented

B. Use of IPAT or similar presentation guideline.

C. Format will be basis for student's presentation during the last day of course

1. Presentation to be at least 15 minutes in length

2. Presentation to include safety considerations

3. Goals and objectives of lesson to be clearly stated

4. Written evaluations from other students will be utilized

SPO: Construct lesson plans and develop learning activities

OUT-OF-CLASS ASSIGNMENTS: Prepare an outline of a pertinent "firearms instruction" topic for final presentation at the conclusion of the course.

4 Hours

CONTENT:

#### X. HANDGUN SHOOTING LECTURE AND PRATICALS FOR THE RANGE

##### A. Position Shooting

1. Prone

2. Kneeling

3. Standing

4. Long range handgun

##### B. Loading Techniques

##### C. Pistol Exercises

1. Positions and Commands

2. Loading Commands

3. Firing Line Practice

##### D. Use of "Red Handle" weapons and dry firing techniques

1. Deactivated or "Red Handle" Weapons

2. How to use them

##### E. Dry Firing Safety

1. Never with live rounds loaded

2. Use of Deactivated or Red Handle Weapons is highly recommended

3. Use of a live weapon should be supervised and always double cleared

4. Basic Safety Review "Three Major Rules"

5. Slow, repetitive consistent, form-centered practice

## F. Dry Fire Weapons Handling

1. Holstering and Un-holstering practice (note – this is not a “draw” drill”)

2. Safety Check Drill

3. Loading Drill

4. Sight Acquisition Drills

5. Trigger Control Drills

## G. Stress Courses

1. Purpose of the Stress Shooting Course

2. Shooting Courses

SPO: Demonstrate techniques for loading and unloading firearm, assembly and disassembly of weapon and utilizing drills to achieve skills.

OUT-OF-CLASS ASSIGNMENTS: Practice loading and unloading of weapon and holstering and un-holstering drills.

2 Hours

CONTENT:

## XI. COMMON SHOOTING ERRORS

A. Instructor Requirements and the Performance Challenged Student

1. Observe

2. Detect

3. Explain

4. Correct

B. Most Common Marksmanship Errors

1. Anticipation

2. Trigger Control

3. Framing the Shot

4. Sight Focus

5. Follow Through

6. Grip

7. Sight Alignment

8. Sight Picture

9. Breaking the Wrist

SPO: Analyze the most common marksmanship errors and how as an instructor to correct .

OUT-OF-CLASS ASSIGNMENTS: Review handout regarding shooting errors

2 Hours

CONTENT:

## XII. TARGET ANALYSIS AND STUDENT SHOOTING ISSUES

A. Using clues from the target

1. Observe, detect, explain, correct

2. Potential Causes

3. Multiple Issues

B. Right and Left Handed Shooters

1. Differences in shot placement and evaluation

C. Exercises and Examples - Target Analysis Practical Exercise

Two relays of 30 round bull's-eye course, with alternate relay conducting target analysis.

1. Physical Problems

2. Mental Problems



B. Evidence of Issues

1. Shots High on Target
2. Shots Left on Target
3. Shots Right on Target
4. Shots Low on Target
5. Shots Scattered on Target

SPO: Recognize a student's shooting issue and be able to correct error

OUT-OF-CLASS ASSIGNMENTS: Reading assignment

1 Hour

CONTENT:

XIII. FIREARMS LEGAL ISSUES AND USE OF FORCE

A. Deadly Force

1. Legal aspects and cases
- B. Moral Aspects Facilitated Discussion
- C. Department Policy
  1. Officers must know and follow their department policy.
  2. Failure to follow department policy can lead to civil and administrative liability.
  3. Warning shots
  4. Moving vehicles.
  5. Juveniles.
  6. Non-violent fleeing felons
  7. Shooting from a moving vehicle

D. Civil Liability

1. State
2. Federal
3. Vicarious Liability

SPO: Identify the proper Use of Force techniques/skill needed for an arrest during role play exercises.

OUT-OF-CLASS ASSIGNMENTS: Review department's policy on Use of Force

7 Hours

CONTENT:

XVI. SHOTGUN FUNDAMENTALS AND ADVANCED SHOTGUN

A. Fundamentals of Shotgun

1. Nomenclature
3. Position of Weapon
4. Grip
5. Loading and Cycling Drills Position of Weapon
6. Sight Alignment and Point Shooting
7. Trigger Control

B. Shotgun Maintenance/Cleaning

C. Shotgun Ballistics

1. Long Range
2. Short Range

D. Slings

1. How to Use
2. Transitioning to Handguns
  3. Combat Shotgun

E. Shooting Positions

1. Standing
  2. Kneeling
  3. Prone
- F. FBI Shotgun Qualification Course
1. 50-yard 30 seconds 2 Rounds Slug
  2. 25-yard 45 seconds, 5 Rounds Slug
  3. 15-yard 4 rounds Slug
  4. 7-yard Line Stage 5 Rounds .00 Buck

5. Successful completion is 80 out of 100

SPO: Demonstrate proper shotgun maintenance/cleaning procedures

OUT-OF-CLASS ASSIGNMENTS: Cleaning and maintenance of shotgun.

4 Hours

CONTENT:

#### XV. BASIC COMBAT COURSE SHOOTINGS

- A. Fundamentals
- B. Cover and Concealment
- C. Bouncing Bullets
  1. Using the Techniques
  2. Recognizing the Potential for Being Hit
- D. Movement
- E. Combat Loading

SPO: Demonstrate combat shooting fundamentals learned in class during class exercises.

OUT-OF-CLASS ASSIGNMENTS: Practice combat loading techniques

4 Hours

#### XVI. TACTICAL RIFLE

- A. Introduction to M-16,
  1. Nomenclature
  2. Loading
3. Clearing Jams
4. M-16 Disassembly
5. M-16 Cleaning and Care
- B. Demonstration and Practice
  1. Standing
    2. Prone
    3. High Kneeling
  4. Low Kneeling
- C. Movement Techniques - Demonstration and Practice
  1. Single person Deployment
  2. Two Person or Team Deployments
- D. Weapon Transition Training
  1. Slinging Techniques
  2. Handgun to M-16 and Back
  3. Impact Weapons

SPO: Demonstrate the ability to shoot the rifle and qualify in all positions.

OUT-OF-CLASS ASSIGNMENTS: Cleaning and maintenance of rifle

#### XVII. RANGE PRACTICE

- A. Review of all Techniques Introduced
  1. Deployments

2. Positioning
3. Transitioning
- B. Range Safety and Evaluation
  1. Firing the Weapons
  2. Courses of Fire
  3. Practical Exercises
  4. Correcting Errors

4 Hours

#### XVIII. RANGE QUALIFICATION COURSES

- A. Handgun Qualification and Range Firing Line Management Practice
- B. Shotgun Qualification and Range Firing Line Management Practice
- C. Tactical Rifle Qualification and Range Firing Line Management Practice

4 Hours

#### XIX STUDENT PRESENTATIONS/COURSE CRITIQUE AND EVALUATIONS

PRESENTATIONS WILL FOLLOW THE GUIDELINES AS GIVEN ON DAY 4 OF COURSE.

#### **METHODS OF INSTRUCTION:**

Written exam, teaching exercise, oral teaching presentation, homework, practical application at range.

#### **METHODS OF EVALUATION:**

CATEGORY 1 - The types of writing assignments required:

Percent range of total grade: 20 % to 35 %

Written Homework

CATEGORY 2 -The problem-solving assignments required:

Percent range of total grade: 20 % to 35 %

Homework Problems

Exams

CATEGORY 3 -The types of skill demonstrations required:

Percent range of total grade: 40 % to 50 %

Class Performance/s

Performance Exams

CATEGORY 4 - The types of objective examinations used in the course:

Percent range of total grade: 20 % to 35 %

Multiple Choice

True/False

#### **REPRESENTATIVE TEXTBOOKS:**

#### **ARTICULATION and CERTIFICATE INFORMATION**

Associate Degree:

CSU GE:

IGETC:

CSU TRANSFER:

Transferable CSU, effective 200070

UC TRANSFER:

Not Transferable

SUPPLEMENTAL DATA:

Basic Skills: N

Classification: Y

Noncredit Category: Y

Cooperative Education:

Program Status: 1 Program Applicable

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department: JLE

CSU Crosswalk Course Number: 136

Prior to College Level: Y

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: B

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000181173

Sports/Physical Education Course: N

Taxonomy of Program: 210500