

Course Outline

COURSE: JLE 215 **DIVISION:** 50 **ALSO LISTED AS:**

TERM EFFECTIVE: Fall 2022 **CURRICULUM APPROVAL DATE:** 12/13/2022

SHORT TITLE: Patrol Rifle Instructor

LONG TITLE: Tactical Patrol Rifle Instructor's Course

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
1	18	Lecture:	.5	9
		Lab:	1.73	31.14
		Other:	0	0
		Total:	2.23	40.14
		Total Learning Hrs:	58.14	

COURSE DESCRIPTION:

This course will give students the skills and knowledge necessary to teach a tactical patrol rifle course. Topics include: Safety, gun handling and ballistics, instructor development, communication and presentation skills, adult learning styles, lesson planning, and firing exercises. Prerequisite: JLE 100

PREREQUISITES:

Completion of JLE 100, as UG, with a grade of C or better.

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:

By the end of this course, a student should:

1. Demonstrate proficiency in loading, unloading, clearing of malfunctions, and firing rifle
2. Know and evaluate the Cycle of Operation
3. Develop a class outline

COURSE OBJECTIVES:

By the end of this course, a student should:

1. Develop a training plan concerning an aspect of firearms tactical rifle instruction using a common instructional design method. Prepare an outline of a pertinent -firearms tactical rifle instruction- topic for final presentation at the conclusion of course. Target analysis, practical exercises and range qualification course.

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

Curriculum Approval Date: 12/13/2022

LECTURE CONTENT:

I. SAFETY DISCUSSION (3 hour)

A. Big Four Firearms Safety Rules:

1. Rule 1: All guns are considered loaded at all times and should be treated as such
2. Rule 2: Keep the muzzle pointed in a safe direction
3. Rule 3: Keep your finger off the trigger and out of the trigger guard until ready to fire
4. Rule 4: Be sure of your target and beyond

B. Range Safety and Range Rules and Lecture

1. Handout #1: Range Rules Sheet
2. General Rules and Range Specific Information
3. Responsibilities of the Range Master
4. The appropriate medical care/emergency medical facility (generally nearest) will be identified

C. Classroom Handling of Weapons

1. No loaded weapons in the classroom
2. Instructor upon entry of each student will inspect the weapon
3. Weapons handling limited to instruction
4. Weapons displayed or used in instruction will be primarily red or blue guns
5. Generally, unless necessary for training rifles will be used in the classroom rendered safe, without magazines

D. Firearms Safety

1. Laws Regarding Firearms Security
2. Health Issues
3. Common precautions at home and on the Range
4. Indoor Range Issues

II. BACKGROUND / COURSE EXPECTATIONS (1 hour)

A. Student Expectations

1. SAFETY AT ALL TIMES
2. Students should ALREADY be proficient in use of police pistol/patrol rifle
3. Able to identify all major parts and nomenclature of the rifle
4. Basic understanding of the rifle's inherent capabilities
5. Proficiency in loading, unloading, clearing of malfunctions, and firing rifle
6. Proficiency in disassembly (field-stripping) and assembly of the rifle by participation in repetitive exercises
7. Proficiency in the safe carrying, retaining and controlling the rifle via the use of the rifle sling (3-point slings and variants strongly recommended)
8. Proficiency in transitioning from rifle to pistol, and reverse
9. Proficiency in the use of the flashlight in tandem with rifle
10. Demonstrate proficiency with the use of rifle at night or low-light conditions
11. The ability to pass the FBI Rifle Qualification Course with 80%

III. ROLE OF THE PATROL RIFLE (1 hour)

A. History of the Patrol Rifle in law enforcement

B. Patrol Rifle vs. Pistol

C. Minimally, the Student will know the following advantages of the Rifle

1. Accuracy
2. Distance
3. Firepower (defined as magazine capacity)
4. Barrier / Soft Body Armor Penetration
5. Patrol Rifle ammunition tends to over-penetrate LESS in objects than pistols rounds do
6. Patrol Rifle ammunition tends to expand/fragment more dramatically and consistently, without over-penetration

VI. NOMENCLATURE REVIEW - Students will identify, verbally and by sight (2 hours)

1. Upper receiver group
2. Lower receiver group
3. Bolt carrier group
4. Magazine

V. REVIEW OF PUSH-PULL-TILT-RACK (2 hours)

A. PUSH the magazine into the magazine well, cartridge nose in the direction of the muzzle, straight up until an audible "click" is heard

B. PULL on the magazine to ensure it is inserted/locked into position

C. TILT the rifle to the side and downward (for gravity assist when the bolt is released forward)

D. RACK the charging handle to the rear and release to allow the strength of the buffer spring to close the action

E. PLACE the selector on SAFE

LAB CONTENT:

I. DISASSEMBLY / REASSEMBLY / CLEANING (FIELD STRIPPING) (.5 hour)

- A. Removal of Bolt Carrier Group from Upper/Lower Receiver Groups
- B. Disassembly of Bolt Carrier Group
- C. Cleaning/Lubricating of Weapon
- D. Re-Assembly of Bolt Carrier Group
- E. Re-Assembly of Weapon
- F. Function Check

II. GUN HANDLING / SLINGS / "The Combat TRIAD" (.25 hour)

- A. The SLING is to the RIFLE, what the HOLSTER is to the PISTOL
- B. The use of the 3-point sling is strongly encouraged
- C. Understanding the meanings of SAFETY terms
 - 1. "TOTALLY SAFE"
 - 2. "Let 'em Hang"
- D. The 2-POINT SLING IS DISCOURAGED; however, for those students, who must use ONLY what he/she is issued – the 2-POINT sling must be used ONLY in the recommended and prescribed manner
- E. "The Combat Triad"
 - 1. Mind Set
 - 2. Marksmanship
 - 3. Gun Handling
- F. Gun Handling positions/protocols
 - 1. Low Ready
 - 2. Guard Position
 - 3. "Do you have the rifle? – I have the rifle"

III. BALLISTICS / TRAJECTORIES OVERVIEW (.75 hour)

- A. Ballistics
- B. Twist rates and bullet weights
- C. Trajectory (Arc of Flight for projectile)

IV. MARKSMANSHIP FUNDAMENTALS (1.5 hour)

- A. Fundamentals
- B. BRASS (to help maximize rifle accuracy)
- C. Zeroing Briefing

V. LOADING, UNLOADING & CLEARING PRACTICAL (2 hour)

- A. Loading
 - 1. Magazines
 - 2. Push-pull-rack-roll

- B. Unloading/clearing
 - 1. Place the selector on SAFE
 - 2. PRESS the magazine release and REMOVE the magazine
 - 3. RACK the charging handle – but DO NOT RELEASE IT
 - 4. PRESS the bolt stop button – release bolt SLOWLY – locking it OPEN
 - 5. MVP (mechanically, visually, physically) check the chamber, ejection port and magazine well

VI. ZEROING OF RIFLES PRACTICAL (1 hour)

A. Two Teams will zero at a time. Two Teams will shoot, while Two Teams are staged for fire. Teams will advise when they are ready for further instruction. Target retrieval occurs once all Teams have completed zeroing.

Zeroing should occur a minimum of twice

- B. Loading and Operating the Rifle
 - 1. Range safety protocol commands

VII. TRANSITIONS DRILLS: RIFLE TO PISTOL (.5 Hour)

- A. Transition training/exercises demonstrated
- B. Students should note the general outline for formation of their own drills/instructional delivery
 - 1. Distance at 25 yards or CLOSER

VIII. INSTRUCTIONAL READINESS (.25 hour)

- A. Introduction to Instructor Development
- B. Reasons for Developing Positive Communication Skills
- C. The Basic Components of the Communication Process

XIV. COMMUNICATION SKILLS NEEDED TO DELIVER EFFECTIVE TRAINING (.25 hour)

- A. Verbal and non-verbal
- B. Effective active listening
- C. Recognizing and overcoming barriers to communication

X. COMPONENTS OF EFFECTIVE TRAINING (.25 hour)

- A. High level of communication skill
- B. Understands the learning process
- C. Understands teaching methodology
- D. Understands and uses a variety of teaching aids
- E. Works to develop and maintain skills

XI. PRESENTATION SKILLS (.25 hour)

- A. Ability to present information in a manner that is easily understood
- B. Uses diverse presentation methods
- C. Discussion of the handout "Training Considerations"

XII. TEACHING/TRAINING STYLES (.25 hour)

- A. Rote
- B. Intimidator
- C. Presenter
- D. Developer
- E. Facilitator

XIII. TEACHING/TRAINING AIDS (.25 hour)

- A. Maps
- B. Chalkboard/white board
- C. Computer-based training (CBT)
- D. Video/audio tapes (exemplified by excerpts from movies such as "Coach Carter" or "Stand and Deliver")
- E. POST Workbooks
- F. Evaluations/assessments/tests
- G. Scenarios
- H. Reference materials

XIV. TRAINING PLANS (.5 hour)

- A. Instructor has a training plan

XV. STUDENT-CENTERED VS. TEACHER-CENTERED LEARNING (.25 hour)

- A. Student Centered
 - 1. Focuses on student learning needs
 - 2. Puts the onus of learning on the student
- B. Instructor Centered
 - 1. Focuses on the instructor
 - 2. Focuses on what the instructor knows
- C. RIDEM Theory and RIDEM Checklist"
 - 1. Relevance
 - 2. Involvement
 - 3. Discovery
 - 4. Experience
 - 5. Modeling

XVI. ADULT LEARNING STYLES, LEARNING DOMAINS (.25 hour)

- A. Learning Styles
- B. Cognitive Learning Domain
- C. Affective Learning Domain
- D. Psychomotor Learning Domain

XVII. ADULT LEARNING CONCEPTS (.25 hour)

- A. Types
 - 1. Experience-based
 - 2. Self-directed/Facilitated learning
 - 3. Participatory
- B. Importance of application
- C. Rates of Learning
 - 1. Individuals learn at different rates/speeds
 - 2. The more senses involved, the more effective the learning

XVIII. FACTORS/ISSUES IMPACTING THE LEARNING PROCESS (.25 hour)

- A. Learning Environment
- B. Student Factors
- C. Other outside factors

XIX. QUALITIES OF SUCCESSFUL TEACHERS (.25 hour)

- A. Caring/Passion
- B. Knowledge (Subject Matter Expert/Resource)
- C. Skill as exemplified by the POST Handout "Good Teaching"
- D. Motivation
- E. Focused on values

XX. PERSONAL STRENGTHS AND WEAKNESSES AS A TRAINER (.25 hour)

- A. Assessing performance

XXI. RANGE, TOWER AND LINE OPERATIONS LECTURE (2 hours)

- A. How to run a Firing Line
- B. Range Commands
 - 1. Target range
 - 2. Combat range
- C. Range Operation Required Practical Exercises

XXII. REQUIRED EXERCISE (2 hours)

A. Develop a training plan concerning an aspect of firearms instruction using a common instructional design method

1. Introduction - performance objectives explained
2. What it is that will be taught
3. Why it is important (WIIFM)

B. Presentation - Impart the new knowledge or skill

C. Application – utilizing new skills

D. Test (Evaluation of progress – holds the learner accountable)

XXIV. DEVELOP LEARNING ACTIVITIES (2 hours)

A. Purpose

1. Reinforce training
2. Learning by doing
3. Promote decision making
4. Promote teamwork
5. Safely problem solve

B. Types

1. Case studies
2. Role play
3. Brain storming
4. Scenarios/tabletop exercises
5. Simulations
6. Group exercises

XXV. CREATE USEFUL TRAINING AND INSTRUCTIONAL AIDS (.25 hour)

A. Establish relevance

XXVI. LESSON PLANNING EXERCISE (2 hours)

A. Preparing for Required Exercise/Presentation for Day 5:

1. Students will prepare outline of a pertinent “firearms instruction “topic for final presentation

B. Use of IPAT or similar presentation guideline.

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

XXVII. FIREARMS LEGAL ISSUES AND USE OF FORCE (2 hours)

A. Deadly Force

1. 835aPC
2. AB392
3. Case Law
4. LEOKA Study

B. Possession w/in Scope of Employment PC 32610(b)

C. Training Requirements PC 33220(b)

XXVIII. CIVIL LIABILITY (.25 hour)

- A. Negligence
- B. State and Federal liabilities
- C. Vicarious Liability
- D. Department Policy and Moral Aspects (Facilitated Discussion)

XXX. RANGE WORK - The Cycle of Operation and Malfunctions (1 hour)

A. Know and evaluate the Cycle of Operation

1. Firing
2. Extracting
3. Ejecting
4. Cocking
5. Feeding
6. Chambering
7. Locking

B. Know the respective Malfunctions

- C. The student will demonstrate the remedy for two of the four Failures to Function
- D. The student will know and demonstrate the remedy for a Failure to Extract

XXXI. SHOOTING POSITIONS (1 hour)

A. Know and be able to correct errors in shooting positions

1. Prone
2. Kneeling supported
3. Kneeling unsupported
4. Standing supported
5. Standing unsupported
6. Use of the barricade

B. SPECIAL CONCERNS

XXXII. PIVOTING MOVEMENT DRILLS AT 21 feet or less (1 hour)

- A. Standing Pivots
- B. Kneeling Pivots
- C. TRIGGER RESET should be used during this drill

XXXIII. RELOADING DRILLS (1 hour)

- A. Two to three rounds per magazine will be loaded to maximize reloading opportunities and safety
- B. Students will keep the operating hand on the rifle, using the support hand for reloading
- C. Students will load the weapon using one spare magazine, which is to be carried in the rifle shooting weak-side rear pocket
- D. Ammunition and additional magazines may be stored elsewhere, but the magazine to be loaded MUST BE PRESENTED from the rifle shooting weak-side rear pocket, for accessibility and consistency
- E. Special concerns of Distance = Reaction Time = Increased Safety

XXXIV. USE OF THE FLASHLIGHT DISCUSSION (.5 hour)

- A. Flashlight mounted on rifle
- B. Non-mounted flashlight / rifle techniques
- C. Side button flashlight activation
- D. Rear button flashlight activation
- E. Harries Method of resting fore-grip on support wrist, holding flashlight in support hand

XXXV. NIGHT QUALIFICATION SHOOTS (.5 hour)

- A. Use of courses such as FBI Qualification (AKA: "FBI Q") Course
- B. Training objectives
- C. Safety issues vs. daylight shooting

XXXVI. RUNNING THE RANGE USING "QUALIFICATION" SHOOTING (2 hour)

- A. FBI Qualification Course Example
- B. Precision Shooting
 - 1. T-Target Cranial-Ocular Cavity
 - 2. Hostage Officer Scenario
- C. Shooting on the Move
 - 1. Advancing
 - 2. Tactical Retreat
 - 3. Lateral Movements
 - 4. 4-way Movement
 - 5. Students will fire on each step, only as a foot strikes ground
- D. Evaluating a Students Performance in Operating the Patrol Rifle
 - 1. Demonstrating how to correct and train future students
 - 2. Discussion of other areas of concern

XXXVII. STUDENT TRAINING PRESENTATIONS (3 hours)

A. Required Exercise/Presentation

1. Students turn in prepared outline of pertinent firearms instruction topic
2. Feedback to instructor/student by class and instructors

XXXVII. COURSE WRAP-UP (.5 hour)

A. Final Exam

B. Evaluations/Certification

METHODS OF INSTRUCTION:

Lecture, Lab, Discussion, Oral Presentation, Skills Demonstration

OUT OF CLASS ASSIGNMENTS:

Required Outside Hours 16

Assignment Description

Students turn in prepared outline of pertinent firearms instruction topic

Required Outside Hours 2

Assignment Description

Reading:

Students will review adult learning styles and learning domains described in instructor handouts.

METHODS OF EVALUATION:

Skill demonstrations

Evaluation Percent 75

Evaluation Description

Skills exams to be graded by instructor by using POST standards by a POST instructor.

Writing assignments

Evaluation Percent 25

Evaluation Description

written exam to be graded using POST standards by POST instructor.

REPRESENTATIVE TEXTBOOKS:

POST Student Manual, State of California. California, 2022.

Reading Level of Text, Grade: 12 Verified by: Doug Achterman

OTHER MATERIALS:

Instructor Handouts

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

CSU GE:

IGETC:

CSU TRANSFER:

Not Transferable

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:

CSU Crosswalk Course Number:

Prior to College Level: Y

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: C

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000588174

Sports/Physical Education Course: N

Taxonomy of Program: 210550