

**San Luis Obispo County Sheriff's Office – Presenter # 2440**  
**Firearms Instructor Course – Course # 21640**  
***Expanded Course Outline***

**STATEMENT OF PURPOSE:**

The purpose of this course is to teach law enforcement personnel the skills needed to serve as a department Rangemaster and / or Firearms Instructor. Students must be or pending assignment as a department Rangemaster and/or Firearms Instructor.

**MINIMUM TOPICS/EXERCISES:**

- (1) Coaching
- (2) Firearms Maintenance
- (3) Fundamentals of Shooting
- (4) Range Preparation
- (5) Tactical Considerations
- (6) Target Analysis
- (7) Use of Force Guidelines
- (8) Adult Learning Concepts
- (9) Legal Issues
- (10) Performance Evaluation Techniques
- (11) Safety Protocols
- (12) Written, Demonstration Assessment

**Instructors will observe students during the performance of each technique, exercise, and course of fire to evaluate each student's proficiency and ensure they achieve minimum standards of performance.**

**COURSE OBJECTIVES:**

Students will be able to, at a minimum, demonstrate proficiency in the following: safely running a live fire range during training and qualification situation; development of lesson plans and courses of fire for handgun, rifle, and shotgun trainings and qualifications; demonstrate a working knowledge of adult learning concepts; demonstrate a knowledge of range operations and safety; ability to diagnose shooter errors; and understand civil liabilities related to law enforcement training.

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**I. COURSE INTRODUCTION**

- A. Registration
  - 1. Students will sign in on a department class roster for Certificate of Completion.
- B. Introduction
  - 1. Instructors will introduce themselves.
  - 2. Students will introduce themselves and provide course expectations.
- C. Course Outline and Objectives
  - 1. Instructors will provide an overview of course schedule and outline.
    - a. Instructors will cover the course objectives.
- D. Distribution of Course Outline and Materials
  - 1. Instructors will pass out the course outline.
  - 2. Students will also be given evaluation forms for student presentations.

**II. FIREARMS SAFETY**

- A. Students will be introduced to the Four Firearms Safety Rules and be held to those rules throughout the course.
- B. The Four Firearms Safety Rules are:
  - 1. Treat all firearms as though they are loaded.
  - 2. Never allow your muzzle to cover anything you are not willing to destroy.
  - 3. Keep your finger off the trigger until your sights are substantially aligned and you have made the conscious decision to fire.
  - 4. Be sure of your target and what is beyond it.
- C. Lead Contamination
  - 1. Safety precautions
    - a. Wash hands, clothes after shooting.
    - b. Do not eat or smoke after shooting.
  - 2. Pregnancy / Children
    - a. If you are pregnant, you should avoid shooting until consulting with a doctor.
    - b. Ensure children are wearing eye and ear protection.
  - 3. Lead testing
    - a. Extended lead exposure can be hazardous to your health.
    - b. Get tested for lead regularly.
- D. Responsibilities of a Firearms Instructor
  - 1. Modeling, Coaching, Teaching, Skills
  - 2. Safety in training
- E. Handling of Weapons
  - 1. Classroom
  - 2. Cleaning Tables

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3. Firing Line
4. Safe Loading / Unloading Techniques

**III. ADULT LEARNING CONCEPTS**

A. Laws of Learning

1. There are many theories and concepts about the laws of learning as it relates to adults.
2. We will focus on the three different ways people learn, as they are most applicable to our task.
  - a. Visual learners
    - i. Learn by seeing
  - b. Auditory learners
    - i. Learn by hearing
  - c. Kinesthetic or Tactile learners
    - i. Learn by doing

(8)

B. Teaching Techniques

1. In selecting ways to train your personnel, you must first understand adult learning concepts.
2. Adults learn differently than children and your training plan should address those concerns.
  - a. Blooms Taxonomy identifies the three learning domains which are:
    - i. Cognitive: mental skills (Knowledge)
    - ii. Affective: growth in feelings or emotional areas (Attitude or self)
    - iii. Psychomotor: manual or physical skills (Skills)
  - b. Firearms Instructors, we must understand that we must address all three domains.
    - i. Cognitive - Knowing how the weapon operates and when to use deadly force.
    - ii. Affective - Getting them to believe the skills we are teaching will save their life.
    - iii. Psychomotor - Learning how to manipulate the weapon and apply marksmanship fundamentals.

C. Teaching Methods

1. Different teaching methods should accomplish the same goal, ensuring that students of different learning types understand the material and can apply the material.
  - a. Introduction
    - i. Tell students what they are going to learn.
    - ii. Relate why skill is important.
  - b. Presentation
    - i. Present training material.

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- ii. Mix up teaching techniques to address learning styles.
  - c. Application
    - i. Demonstrate/explain when skill would be used.
    - ii. Use of case studies (war stories) is a good way to show relevance.
  - d. Test
    - i. Test students to ensure they understand the skill taught.
    - ii. Develop test to cover the “must know” aspects of skill taught.
- D. Lesson Plans for Student Presentations
  - 1. Outline for Presentation to Be Given at End of Class
    - a. Students will be given a topic to present a 10-minute class.
    - b. Each student will do presentation for class and use another student to help demonstrate.
- E. Student Evaluation Forms
  - 1. Use during Individual Presentations
  - 2. Each student will complete eval forms on student presentations.

**IV. RANGE PREPARATION AND OPERATIONS**

- A. Range Set-up
  - 1. Inspection of Range
    - a. Always ensure you conduct a range inspection prior to training.
    - b. Be sure all items you need are present and serviceable.
  - 2. Physical Hazards
    - a. Check down range, targets and backdrop for ricochet factors and other safety concerns.
    - b. Check “up range” area for potential trip hazards or other unsafe areas.
      - i. Be prepared to identify those hazards to students.
- B. Terminology
  - 1. Down Range
    - a. The impact area of range where targets are placed.
  - 2. Up Range
    - a. All areas behind firing line.
  - 3. Primary Side
    - a. The hand with which the shooter holds and fires the weapon.
    - b. Be prepared to discuss the distinction between “primary” vs “strong” and the psychological impact of the distinction.
  - 4. Support Side
    - a. The hand with which the shooter supports and reloads the weapon.

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- b. Be prepared to discuss the distinction between “support” vs “weak” and the psychological impact of the distinction.

C. Running a Firing Line

- 1. Firearms Instructor is in Full Command
  - a. Give clear, concise commands.
    - i. Verify students understand the commands prior to drills.
  - b. Use proper terminology.
  - c. Running the line vs. Coaching
    - i. Running the line - Responsible for initiating the shooting evolution and maintain the pace of the evolution. Focus is on the entire line vs individual shooters.
    - ii. Coaching - Emphasis on individual performance / diagnostics. Only address one or two deficiencies at a time with the shooter, more than that can overwhelm them.
- 2. Be Prepared with All Equipment
  - a. P.A. system
  - b. Timer/whistle
  - c. Shot timer
  - d. Foam earplugs/band aids
  - e. First Aid Kit
- 3. Range Commands
  - a. Make Ready
  - b. Cease Fire
  - c. Stop
  - d. Present to the ready
  - e. Live fire drill / Dry Practice drill
- 4. Spotting Potential Safety Hazards/Violations
  - a. Picking up objects on the firing line
  - b. Muzzle discipline
  - c. Hot brass reactions
  - d. Holstering hazards
  - e. Trajectory
  - f. Gun handling behind the line
  - g. Ammunition hazards (open breach detonation, loading incorrect calibers, squib loads)

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D. Target Selection

- 1. Steel targets
- 2. Pneumatic Targets
- 3. Paper Targets
  - a. Different types of targets offer different training value.
  - b. Use the correct target for the training effect desired.

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- c. Types of Targets
  - i. Silhouette
  - ii. Photographic
  - iii. Bulls eye
- 4. Field Expedient Targets
  - a. Paper Plates
  - b. 3x5 cards
  - c. Playing Cards
  - d. Bowling pins
- E. Firearms Instructor Kit
  - 1. Designated Uniform
  - 2. Gun belt
  - 3. Ears
  - 4. Eyes
  - 5. Carabiner / Ear Holder
  - 6. Chalk Holder
  - 7. Sharpie Pen / Whistle
  - 8. Shot Timer
  - 9. Range Bag

**V. MARKSMANSHIP FUNDAMENTALS (Handgun)**

- A. Fundamentals of Handgun Shooting
  - 1. Stance
  - 2. Grip
  - 3. Sight Alignment
  - 4. Sight Picture
  - 5. Trigger Control
    - a. 90/10 Trigger Press
    - b. Linear Trigger Press
  - 6. Breathing
  - 7. Follow Through
- B. Presentation from the Holster
  - 1. Five-Count Presentation
    - a. The presentation will be broken down into steps.
    - b. Students will be shown how to teach each step.
  - 2. The Five-Count Presentation from the holster is essential if the shooter must deliver accurate fire quickly.
  - 3. This procedure must be practiced to the point of being a reflex.
  - 4. The Five-Count Presentation is as follows:

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- a. Primary side hand moves to weapon, releases retention device, and acquires firing grip. Simultaneously, support side hand moves up to center of sternum / abdomen.
  - b. Handgun is drawn straight up out of holster until muzzle is clear.
  - c. Muzzle is rotated towards target and tilted slightly outward, and weapon is against ribs establishing pectoral index.
  - d. Weapon is pushed forward toward target. As it passes front of body, support hand comes up and acquires support grip.
  - e. Weapon continues out toward target and into firing position.
5. 80 / 20 Presentation
- a. An approach to the Five-Count Presentation that emphasizes speed to the target.
    - i. The first 80 percent of the presentation (Steps 1-4) are done as fast / economically as possible.
    - ii. The last 20 percent of the presentation slows down and “scrubs off speed,” allowing the sights to settle on the target.
      - . Avoids “pendulum” effect at the end of the presentation so sights get on target quicker.
6. Re-Holstering
- a. Reverse process to re-holster.
  - b. Ensure weapon is placed safely back into holster.
    - i. “Reluctantly re-holster”
- C. Loading / Unloading
1. Loading
- a. Administrative Loading
    - i. Loading at the beginning of a shooting evolution.
    - ii. Should be a training opportunity to properly manipulate the weapon.
    - iii. Steps
      - . Present weapon and return weapon into “workspace.”
      - . With support side hand, retrieve magazine from magazine pouch closest to the centerline.
      - . Seat magazine into magazine well and vigorously insert into weapon.
      - . Press check, chamber check - to ensure that a round has been chambered.

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- . Present back to target, then re-holster.

2. Unloading

a. Administrative Unloading

- i. Done at the end of a shooting evolution.
- ii. Steps
  - . Present weapon to target.
  - . Bring weapon back into workspace.
  - . Remove magazine and stow it in a pocket.
  - . Rack the slide vigorously to ensure round is ejected from the chamber.
  - . Visually and physically inspect that chamber is clear.
  - . While pointing the weapon downrange, have a neighbor visually and physically inspect the chamber.
  - . Allow slide to come down on an empty chamber.
  - . Decock weapon (if equipped) and reholster a safe weapon.

D. Dry Practice

1. Dry Practice is a term that describes a practice session conducted with your actual firearm where no live ammunition is used.
2. The weapon is completely unloaded and ammunition is in a separate area.
  - a. It is an essential part of any firearms training program.
3. You will in fact spend more time doing Dry Practice than doing Live Fire.
4. You should view your Dry Practice as the foundation and primary means of your training.
5. Live Fire will be to evaluate and enhance your training.
6. Safety in Dry Practice
  - a. In order to properly conduct a Dry Practice training session, SAFETY IS PARAMOUNT.
  - b. A bullet being fired through the walls of your home obviously has great potential to cause fatal injury to innocent people.
  - c. It is imperative that you follow the Dry Practice Checklist and ALWAYS FOLLOW THE FOUR FIREARMS SAFETY RULES.

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- d. Prior to conducting dry practice, you will need to do some preparation. You must obtain or construct a target to use. You must also select a Dry Practice training area. It should be an area of your home where you can conduct your training undisturbed. It must also have a backdrop that will stop a bullet should a negligent discharge occur. A fireplace, block wall, etc. may stop a bullet, but it will not contain it. You must consider ricochet potential. You can also affix your target to an old ballistic vest and hang it up. Do not Dry Practice looking in a mirror.
  - e. The Dry Practice target should only be displayed during dry practice and then removed. It should not be a regular decoration in your home. This sort of familiarity will lower your guard and increase the potential for you skipping a step in your preparation for Dry Practice.
  - f. Acquire a Dry Practice container. This will be used to store all your live ammunition prior to conducting Dry Practice. It must be large enough to hold any ammo, magazines etc. that are loaded. A coffee can, mason jar or small toolbox works well. It does not matter what you use. It is critical that it is never used for any other purpose.
7. Proper Mindset is also important. You must ensure there are no distractions and that you are mentally prepared to conduct the training. This includes turning off TV or radio, taking phone off hook etc. as well as setting a goal for the training. A few examples could be, “this training will focus on trigger control” or, “this training will focus on the 5-Step Presentation.” Be careful that as your experience grows, that you do not become complacent or lose respect for the deadly weapon you are training with. Always follow proper safety procedures.
8. Ensure that you follow a Dry Practice Checklist. That checklist must be followed each time you conduct Dry Practice.
- a. The checklist is outlined below:
    - i. Set a goal for your training and a time limit. 10 to 20 minutes is a good time period.
    - ii. Get into the proper mindset for Dry Practice. THINK SAFETY! Remove any distractions and turn off radios, etc. If at any point you are distracted, STOP.

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Before starting again, go through your checklist from the beginning.

- iii. Unload your weapon and all magazines. Place all live ammo in your Dry Practice Container. Store the container in a totally separate room or place from where you will conduct your Dry Practice.
- iv. Go to your Dry Practice training area. It should be a quiet area where you will not be disturbed. Only do Dry Practice in that area and only display your Dry Practice target during training. Your backstop must be able to contain a bullet.
- v. Chamber check and magazine check your weapon one more time to ensure it is unloaded. Also check any magazine pouches on your person.
  - . Say aloud “The weapon is unloaded and I am ready for dry practice”
- vi. Point it at your target and press the trigger as many times as it takes to cycle the weapon through its capacity. (Once for autos, six or eight for revolvers)
- vii. Practice techniques to perfection. Incorrectly executing a technique will engrain bad habits. Do not work on speed. Work on being smooth and speed will come later.
- viii. When you have made the decision to end Dry Practice, STOP! You must leave Dry Practice mode immediately. Take down your target and return your weapon to whatever condition you normally keep it in. The session is finished. No “ONE MORE TIME”.
- ix. Say aloud “The weapon is loaded and dry practice is over.”

9. The most likely times for you to have a negligent discharge are at the start of your training by not ensuring the weapon is unloaded and at the end by reloading the weapon and then taking one more shot.

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**E. Shooting Evaluation**

1. A shooting evaluation will be conducted for the students to assess their marksmanship and weapons handling.

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**VI. HANDGUN MAINTENANCE**

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A. Nomenclature

1. External Nomenclature
  - a. Revolver
  - b. Semi-auto
2. Internal Nomenclature
  - a. Revolver
  - b. Semi-auto
3. Cleaning equipment
  - a. Solvent/lubricant made specifically for firearms
  - b. All-purpose brushes, cleaning rods, bore snakes, patches
  - c. Tuff-cloth
4. Cleaning technique
  - a. Unload weapon
  - b. Clean
  - c. Lubricate
  - d. Inspect
  - e. Function Check
5. Safety
  - a. Be careful of potential eye hazards from guns parts that are spring loaded.
  - b. Wear rubber gloves to lessen exposure to solvents and lead.

**VII. DEVELOPING COURSES OF FIRE**

**(10, 12)**

A. A course of fire is a standardized live fire shooting event designed either to train personnel or to evaluate their training.

1. Categories of Courses of Fire
  - a. Initial training / evaluation
  - b. Remedial training
  - c. Sustainment training
  - d. Advanced training
  - e. Qualification
2. Ensure you understand what it is you are trying to do before designing course.

B. Steps for developing courses of fire

1. Identify objective
2. Determine resources available
3. Determine time available
4. Design course of fire

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- a. Steps in designing the course of fire
  - i. Objective
    - . Write narrative describing objective of course, weapon(s) to be used, range(s) for target engagements, and time restrictions.
  - ii. Logistical Requirements
    - . List amount of ammo to be used and how it is used, type(s) of targets to be used and any other equipment needed.
  - iii. Description of Course
    - . Write detailed description of each phase of the course telling shooter what, where how and when course is to be shot.
  - iv. Scoring
    - . Describe minimum requirements for passing score, including alibis, target scoring values, time penalties etc.
  - v. Diagram
    - . Make up a map of the range that clearly describes target and equipment placement.
- 5. Evaluate course of fire
- 6. Conduct course of fire
- 7. Document result

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**VIII. TARGET ANALYSIS**

- A. Target analysis is one way to identify shooting problems.
  - 1. Understanding how to analyze the target will help diagnose problems. Some common problems that can be identified through target analyses are:
    - a. Shooting too low
    - b. Shooting too high
    - c. Shooting too far to left
    - d. Shooting too far to the right

**IX. RANGE ACTIVITIES**

- A. Warm-up drills
  - 1. Warm-up drills are administrative processes
    - a. Goal is to focus on specific fundamentals
    - b. No shooting responses

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2. Examples
  - a. One Shot Drill
    - i. One shot fired a designated target area.
    - ii. No time limit
    - iii. Focus on specific firearms fundamentals.
  - b. Controlled Pairs
    - i. Focus on sight tracking of multiple rounds fired.
    - ii. Focus on acquiring multiple sight pictures.
    - iii. Emphasis on recoil management.
- B. Shooting Responses
  1. Appropriate shooting responses to a deadly force threat.
  2. Standard Defensive Response
    - a. Burst of three to five rounds to the thoracic cavity.
    - b. Avoid giving specific round counts to avoid training scars.
  3. Failure Drill
    - a. If, after Standard Defensive Response / burst is unsuccessful in resolving the deadly force threat, transition target area to the cranial / ocular cavity and fire one round.
    - b. Potentially, the suspect is wearing body armor.
  4. Immediate Stop Response
    - a. One dedicated head shot to the cranial ocular cavity.
    - b. Possible that the thoracic cavity is obstructed by barricade, hostage or other obstruction.
  5. Non-Standard Defensive Response
    - a. If, after firing Standard Defense Response / burst is unsuccessful in resolving deadly force threat, transition to the pelvic girdle.
      - i. Fire two rounds in each side of the pelvis.
      - ii. Fire four rounds across the pelvis.
    - b. Designed to incapacitate suspect.
    - c. Suspect may end up in a more stable platform than the standing position.
      - i. Exercise caution with the suspect.
- C. After Action Drills
  1. Following a deadly encounter it is normal to get tunnel vision. While you may gather more information visually, it detracts from your ability to maintain situational awareness.
  2. Doing an after-action drill will break tunnel vision and make you aware of other potential threats.

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- a. Analyze target
- b. Scan for other threats from the target back to your 5 o'clock
- c. Back to target
- d. Scan for other threats back to your 7 o'clock
- e. Back to target
- f. Check status of your weapon
- g. Tactical Reload
- h. Holster

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**D. Tactical Reloads**

1. This is done after there has been some shooting and there is now a lull in the fight.
2. The intent is to top-off the weapon so it is full again.
  - a. Remove partially depleted magazine from weapon.
  - b. Stow partially depleted magazine in pocket or waistband.
  - c. Secure and properly index spare magazine.
  - d. Insert fresh magazine.

**E. Combat / Emergency Reloads**

1. Emergency (Combat) Reload. This is done when all ammunition has been expended and slide locks to the rear on an empty magazine. Procedure is as follows:
  - a. Strip empty magazine out of gun.
  - b. Secure and properly index spare magazine.
  - c. Insert Fresh Magazine.
  - d. Release slide by grasping rear of slide with support hand and pull vigorously to rear. As hand comes off slide, it should continue rearward until it slaps primary side shoulder.
  - e. Reacquire sights and assess.

**F. Use of Cover**

1. Cover is anything that can stop small arms fire, not to be confused with concealment, which will only hide you from view.
2. Cover is always your first choice. Concealment is good if no cover is available.
3. There are no "always" or "never" in tactics, but there are a few principles you should understand to make the best use of cover.
4. As a general rule, you want to stay off your cover. Getting too close can cause problems such as:
  - a. If you have a malfunction, need to reload, or for any other reason need to get behind your cover quickly, you will not have room to do so.

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- b. When bullets ricochet off hard surfaces, they come off at a very shallow angle. Being back from your cover lessens the possibility of being hit by ricochets and fragments that come off the cover.
  - c. Being too close to your cover can cause your weapon to protrude beyond it, making you visible and vulnerable to attack by additional suspects.
5. There are some cases where you want to be close to your cover such as:
- a. Addressing multiple adversaries.
  - b. Being shot at from an elevated position.
  - c. To use your cover as a shooting support for better accuracy.

**X. COMBAT MINDSET**

- A. Visualization
- B. Positive Self-Talk
- C. Color Code of Mental Awareness
- D. Autogenic Breathing
- E. O.O.O.D.A. Loop
- F. Stress Inoculation
- G. Confidence
- H. Commitment

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**XI. TACTICAL SHOTGUN LECTURE**

- A. Nomenclature
  - 1. Internal nomenclature of Remington 870
  - 2. External nomenclature of Remington 870
- B. The A, B, and C Zones
  - 1. A Zone
    - a. The area where buckshot makes one large, ragged hole in the target. The range is so close that the shot has not yet spread out to form a pattern.
  - 2. B Zone
    - a. The area where the buckshot has spread out to form a pattern but all pellets are still on target. This is the range where the capabilities of a shotgun are exploited to their fullest.
  - 3. C Zone

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- a. When the pattern has spread to such a degree that one or more pellets are off the target area. In this zone, buckshot should not be used. Pellets that are off the target are still lethal and could strike unintended areas. In the C Zone, slugs should be used.

C. Patterning

- 1. Patterning is the process used to determine the A, B, and C zones of a particular shotgun.
- 2. The zones will be different for every shotgun and load combination. As such, each gun must be patterned using the load that will be carried on duty.

D. B.L.E.E.S.S.S Check

- 1. Barrel
- 2. Light
- 3. Extractor
- 4. Ejector
- 5. Safety
- 6. Sling
- 7. Sights

**XII. TACTICAL SHOTGUN RANGE ACTIVITY**

A. Shotgun Marksmanship Fundamentals

- 1. Stance: You will use an aggressive stance just as you do with fighting or handgun shooting. The exception is that to absorb recoil, you may have more of a forward lean.
- 2. Cheek weld: Keep your cheek pressed onto the comb of the stock. This ensures consistent sight picture and lessens the effect of felt recoil.
- 3. Four points of contact with body.
  - a. Stock in pocket of shoulder
  - b. Primary hand grip
  - c. Cheek weld
  - d. Support hand grip
- 4. Sight alignment: Properly align sights with vision focused on front sight.
- 5. Sight Picture: Place proper sight alignment over target, still focusing on front sight.

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6. Trigger control: Smoothly press trigger to the rear and attain a surprise break. Following shot, follow through by placing sight back on target and re-setting trigger.

**B. Loading / Unloading**

1. Administrative loading:

- a. Inspect chamber and magazine, ensuring it is not already loaded or loaded with incorrect ammunition.
- b. Close action, point in safe direction and pull trigger to release action.
- c. Load magazine to capacity.
- d. Weapon is now "Cruiser Ready"

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2. Tactical Loading:

- a. From Cruiser Ready, you need only to rack action, chambering a round and ensure safety is off. Weapon is now ready to fire.
- b. After firing, replace the number of rounds fired by placing that many shells into magazine. (Also known as a Tactical Reload.)

3. Emergency / Combat Loading:

- a. This is done when the weapon has been fired dry (empty)
- b. With action open, insert a round into the ejection port.
- c. Close action and fire if needed. If firing is not needed, load more rounds into magazine.

**C. Patterning Demonstration**

1. As discussed in classroom, students will see a demonstration on how to pattern their shotguns.
2. The demonstration will include shooting the same gun with different loads to show the change in pattern size.

**D. Shooting Responses**

1. Shoot-one-load-one Drills

- a. One of the draw backs of a traditional shotgun is the low ammunition capacity. With a four to six round magazine capacity, it can be expended very quickly.
- b. In order to avoid running empty, we have to think "Shoot one, Load one". This means that whenever we shoot a round, as soon as possible the magazine is topped off. If two rounds are fired, then two are placed in magazine and so on.

2. Failure to Stop Drills

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- a. The primary target zone is the Thoracic Cavity. If a shot there fails to stop the threat, it is followed-up with a shot to a different target area.
- b. There are many situations in which a shot to the chest may not stop an adversary.
- c. Examples are:
  - i. Drug use
  - ii. Body armor
  - iii. Determined adversary
- d. Types of Failure to Stop Drills
  - i. Failure Drill
    - . After rounds to the body are determined to be ineffective, transition to one round to the head.
  - ii. Non-Standard Defensive Response
    - . Like the handgun, after rounds to the body are determined to be ineffective and a transition to the cranial ocular cavity is not practical, transition to the pelvic girdle.

<b>(3, 5, 6, 7, 10, 11, 12)</b>
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**E. Spread Fire**

- 1. When faced with multiple suspects, it is important to get shots on each one as quickly as possible. This disrupts their thought process (OODA Loop) and limits their ability to launch a successful attack.
- 2. The technique for this is to shoot each adversary once, then shoot each a second time. To properly transition between targets, you will:
  - a. After shooting the first target, immediately look at the next one and work the action, chambering a fresh round.
  - b. Move the weapon to the next target by shifting your knees or pointing them at the target.
  - c. Bring the weapon onto the target and into your line of sight as you re-set the trigger.
  - d. Once sights are on target, fire if needed.
  - e. Continue process for each threat.

**F. Select Slug Drills**

- 1. Having learned the capabilities of the shotgun with buckshot during patterning, deputies know they must switch to slugs when engaging targets in the C Zone.
- 2. The technique for switching to slugs is as follows:

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- a. Place a slug in the magazine.
- b. Press the action release and rack the action, ejecting the buckshot in the chamber and chambering the slug.
- c. The slug is now fired by pressing the trigger.

G. Shooting on the move

1. Gunfights are fluid situations and you increase your odds of winning the more you move. Being able to make good hits while moving is a crucial skill.
2. There are two ways to move and shoot. You can move and stop to shoot or continue moving while you shoot. We refer to these as a “Slow Tactical Walk” and a “Fast Tactical Walk.”
  - a. Slow Tactical walk is done by leading off with the foot that is furthestmost in your direction of travel.
  - b. The trailing foot is then brought up so you end up back in your fighting stance.
  - c. Fast Tactical Walk is done by getting your feet underneath you, bending your knees and dropping your butt to lower your stance.
  - d. Move forward by stepping as though you are peddling a bicycle. This keeps your upper body stable so you can deliver accurate fire while moving.

<b>(3, 5, 6, 7, 10, 11, 12)</b>
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H. Diagnostic Malfunction Drills

1. Type One Malfunction
  - a. Also known as a “failure to fire”.
    - i. When you pull the trigger, you get a “click” instead of the weapon firing. This may be caused by an empty chamber, or a bad round (the primer) of ammunition.
  - b. If this occurs, you must first take your finger off the trigger as you step off the line of attack. Index your primary side elbow on the torso and place the weapon just below your line of sight. Next, vigorously rack the action with your support side hand. This will ensure that you have a round in the chamber and that if a bad round caused the malfunction a new round would be loaded.
  - c. After you have cleared the malfunction then you must assess the situation. If you need to fire, do so immediately. If not, then continue to evaluate the situation. You must make the intellectual decision weather a shot is necessary.
2. Type Two Malfunction

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<b>(3, 5, 6, 7, 10, 11, 12)</b>
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- a. Commonly called a stovepipe or “failure to eject”.
    - i. When this type of malfunction occurs the ejection port is prevented from closing by a partially ejected shell casing. When this type of malfunction occurs, the trigger will feel mushy and the weapon will not fire.
  - b. The first step in fixing this issue is to place your finger on the index point while bending the wrist up to look inside the chamber. As you look into the chamber, make sure to step of the line of attack.
  - c. If you see a hull protruding from the side of the chamber preventing the chamber from closing then conduct the following steps.
    - i. Index your primary side elbow on the lower torso. Then vigorously rack the action as you rotate the weapon outboard. This will allow the hull to fall from the ejection port while chambering a round. After clearing the malfunction then assess and fire if necessary.
3. Type Three Malfunction
- a. Also known as a “double feed” or “feed way stoppage”.
  - b. This type of malfunction is caused when a round is not extracted from the chamber and another round is being partially fed from the magazine at the same time. Two rounds are trying to occupy the same space at the same time.
  - c. If this type of malfunction occurs the trigger will feel mushy and be inoperable and the weapon will be out of battery. The first step in fixing this issue is to place your finger on the index point while looking inside the chamber. As you look into the chamber, make sure to step of the line of attack. It is very important to look for some cover in this situation (if you are not in a close quarter engagement and do not have a secondary weapon) as this malfunction is going to take some time to clear.
  - d. When you look into the chamber you will see a round in the chamber itself and a round being forced into the occupied chamber. To fix this problem you must first rotate the weapon outboard then strike the toe of the buttstock on the

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ground to dislodge the round on the elevator. After the round is dislodged then rack the action forward. After clearing the malfunction then evaluate the situation.

Continue to fire if necessary.

I. Transition to Handgun Drills

<b>(3, 5, 6, 7, 10, 11, 12)</b>
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1. Should you run your weapon empty or have a malfunction at close range, reloading or clearing the malfunction is impractical. The fight is on, and you have to stay in it. Think “Fight now, fix later.”

2. Two transition techniques

a. Cross-Chest Carry Technique

i. This is very fast to assume and will work for a weapon with no sling.

ii. To use the cross-chest carry, you will:

- . Grip the receiver of the shotgun with your support side hand.
- . Bring the weapon in close to your body. The muzzle will be toward your support side and the butt toward your primary side.
- . Draw your handgun one handed and address threat.

b. Sling Technique

i. This technique can be used with any type of tactical sling.

ii. To transition to sling, you:

- . Lower muzzle toward your support side with your support side hand while obtaining a firing grip on your handgun with your primary side hand.
- . Let the weapon hang from the sling and finish drawing your handgun with a normal two-hand grip.

J. After Action Drills

1. Following a deadly encounter, it is normal to get tunnel vision. While you may gather more information visually, it detracts from your ability to maintain situational awareness.

2. Doing an after action drill will break tunnel vision and make you aware of other potential threats.

a. Analyze target

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- b. Scan for other threats from the target back to your 5 o'clock.
- c. Back to target
- d. Scan for other threats back to your 7 o'clock
- e. Back to target
- f. Check status of your weapon

**XIII. TACTICAL PISTOL TRAINING**

**A. Close Contact / Close Quarter Hold**

<b>(3, 5, 6, 7, 10, 11, 12)</b>
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- 1. There may be times when you will have to deploy the weapon at close range. Getting the weapon on target without it being deflected by the suspect and weapon retention can be an issue.
- 2. To lesson this problem, you can use the close contact position, sometimes called Close Quarter Hold. To get into this position you will:
  - a. Go to count three of the five count presentation.
  - b. Keep your forearm and wrist locked with the forearm parallel to the ground.
  - c. Lean your weight slightly forward.
  - d. Bring your support side arm into a vertical or horizontal guard position.
  - e. Fire, if needed.
- 3. This is not a precise shooting stance and you should not try to aim for any particular part of the body. This stance is designed to quickly get shots on the adversary to allow time for separation.
- 4. After delivering one or two shots, create distance if possible to deliver additional fire if needed.

**B. Spread Fire**

- 1. When faced with multiple suspects, it is important to get shots on each one as quickly as possible. This disrupts their thought process (OODA Loop) and limits their ability to launch a successful attack.
- 2. The technique for this is to shoot each adversary once, then shoot each a second time. To properly transition between targets you will:
  - a. After shooting the first target, immediately look at the next one.
  - b. Move the weapon to the next target by shifting your knees or pointing them at the target.

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- c. Bring the weapon onto the target and into your line of sight as you re-set the trigger.
- d. Once sights are on target, fire if needed.
- e. Continue process for each threat.

<b>(3, 5, 6, 7, 10, 11, 12)</b>
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**C. Diagnostic Malfunction Drills**

- 1. Diagnostic approach to clearing of malfunctions always starts with a quick inspection of the chamber area to diagnose the malfunction and apply the proper clearance technique accordingly.
- 2. Diagnostic Approach for the Three Malfunction Types
  - a. Type One
    - i. Also known as a “failure to fire.”
    - ii. When you pull the trigger, you get a “click” instead of the weapon firing.
      - . This may be caused by an empty chamber, or a bad round (the primer) of ammunition.
    - iii. If this occurs, you must first take your finger off the trigger as you step off the line of attack. Next, vigorously tap upward on the magazine with the support side hand. Then rack the action with your support side hand. This will ensure that you have a round in the chamber and that if a bad round caused the malfunction a new round would be loaded.
    - iv. After you have cleared the malfunction then you must assess the situation. If you need to fire do so immediately. If not, then continue to evaluate the situation. You must make the intellectual decision weather a shot is necessary.
  - b. Type Two
    - i. Commonly called a stovepipe or “failure to eject”.
    - ii. When this type of malfunction occurs the ejection port is prevented from closing by a partially ejected shell casing. The trigger will feel mushy and the weapon will not fire.
    - iii. The first step in fixing this issue is to place your finger on the index point while bending the wrist up to look inside the chamber. As you look into the chamber, make sure to step of the line of attack.

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- iv. If you see brass protruding from the chamber preventing it from closing, then vigorously tap upward on the magazine and rack the action as you rotate the weapon outboard. This will allow the brass to fall from the ejection port while chambering a round. After clearing the malfunction then assess and fire if necessary.
- c. Type Three
  - i. Also known as a “double feed” or “feed way Stoppage”.
  - ii. This type of malfunction is caused when a round is not extracted from the chamber and another round is being partially fed from the magazine at the same time. Two rounds are trying to occupy the same space at the same time.
  - iii. If this type of malfunction occurs the trigger will feel mushy and be inoperable and the weapon will be out of battery. The first step in fixing this issue is to place your finger on the index point while looking inside the chamber. As you look into the chamber, make sure to step off the line of attack. It is very important to look for some cover in this situation (if you are not in a close quarter engagement and do not have a secondary weapon) as this malfunction is going to take some time to clear.
  - iv. When you look into the chamber you will see a round in the chamber itself and a round being forced into the occupied chamber. To fix this problem you must first lock the slide to the rear to relieve pressure on the magazine spring.
  - v. Next, strip out the magazine and discard it if more magazines are available. One of the leading causes of Type 3 malfunctions is a faulty magazine so do not reuse it unless it's the only one you have.
  - vi. Rack the slide at least three times to ensure the round in the chamber is removed.
  - vii. Reload the weapon.
  - viii. After clearing the malfunction then evaluate the situation. Continue to fire if necessary.

<b>(3, 5, 6, 7, 10, 11, 12)</b>
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D. Student Presentations

1. Students will be assigned topics to teach from the previous days' material.
2. Each presentation will be five minutes in length.
3. Following the presentation, other students will critique the presentation.

(8, 10, 12)

**XIV. TACTICAL RIFLE LECTURE**

A. Nomenclature

1. Internal nomenclature will be explained.
2. External nomenclature will be explained.

(3, 5, 6)

B. Rifle Ballistics

1. You do not need to be a ballistics expert to be a good instructor, but you should have a basic understanding of how it applies to the rifle.
  - a. Internal Ballistics is anything that affects the bullet while it is in the weapon.
  - b. External Ballistics deals with things that affect the bullet while it is in flight.
  - c. Terminal Ballistics is what happens to the bullet when it hits the target.
  - d. Mechanical off-set is the distance in height of the sights and the bore of the weapon.
2. The four areas above are the minimum understanding of ballistics you should possess and be able to explain to students.

C. Adjusting / Using the Sights

1. Front sight is adjustable for elevation.
2. Rear sight is adjustable for windage and for long range shooting.
3. Discuss adjustments to popular optic sighting devices.

D. Loading and Unloading

1. Administrative loading:
  - a. Inspect chamber and magazine, ensuring it is not already loaded or loaded with incorrect ammunition.
  - b. Close bolt and place selector lever on "Safe"
  - c. Insert loaded magazine. Prior to inserting, note whether the round at the top is left or right side high.
  - d. Weapon is now "Cruiser Ready"
2. Tactical Loading:
  - a. From Cruiser Ready, you need to chamber a round by pulling the charging handle to the rear and releasing it.

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- b. Remove magazine and ensure the top round in the magazine is now opposite the way it was when the magazine was inserted. Reinsert magazine.
    - c. Move selector lever from "Safe" to "Fire."
    - d. Weapon is now ready to fire.
  - 3. Emergency / Combat Loading:
    - a. This is done when the weapon has been fired dry (empty)
    - b. Strip empty magazine out and discard.
    - c. Insert fresh magazine and release bolt.
- E. Rifle Marksmanship Fundamentals
  - 1. Stance: You will use an aggressive stance just as you do with fighting or handgun shooting.
  - 2. Cheek weld: Keep your cheek pressed onto the comb of the stock. This ensures consistent sight picture and lessens the effect of felt recoil.
  - 3. Four points of contact with body.
    - a. Stock in pocket of shoulder
    - b. Primary hand grip
    - c. Cheek weld
    - d. Support hand grip
  - 4. Sight alignment: Properly align sights with vision focused on front sight.
  - 5. Sight Picture: Place proper sight alignment over target, still focusing on front sight.
  - 6. Trigger control: Smoothly press trigger to the rear and attain a surprise break. Following shot, follow through by placing sight back on target and re-setting trigger.

**(3, 5, 6)**

**XV. TACTICAL RIFLE RANGE ACTIVITIES**

**A. Zeroing**

- 1. Zeroing is the process of adjusting the sights so that the impact of the bullet is in direct line with the line of sight at a given range.
- 2. The trajectory of the bullet will rise and fall, passing through the line of sight twice.
- 3. The first time it passes is the zero range, which gives you a zero out to the second time it passes your line of sight.
- 4. Barrel length, twist rate, and ammunition selection will all be considered when selecting a zero range.

**(3, 5, 6, 7,  
10, 11, 12)**

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5. For most practical law enforcement uses, the best range to zero the Patrol Rifle is 50 yards.

<b>(3, 5, 6, 7, 10, 11, 12)</b>
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**B. Long Range Shooting**

1. It is important for officers to understand how the rifle performs at extended ranges. Realistically, the patrol rifle with a 50 yard zero and duty ammunition is capable of consistently and accurately engaging a threat out to a maximum of 200 yards, where targets can be identified and no modifications to elevation and windage need to be made.
2. The further away the target is, the more affect external ballistics will have on the impact of the bullet.
3. Factors such as wind, air density, altitude, and air temperature can affect the flight of the bullet.
4. Using a solid shooting position, using bone support will increase accuracy. Shooters should be proficient at the four basic shooting positions of:
  - a. Standing
  - b. Kneeling
  - c. Sitting
  - d. Prone

**C. CQB (Close Quarters Battle)**

1. Knowing how to use the rifle properly at close range is a vital skill for officers.
2. Unlike long range shooting, CQB shooting requires a more dynamic stance and muscle support to hold and move the weapon.

**D. Warm Up Drills**

1. One Shot Drill
  - a. Fire one round, no time limit
2. Controlled Pairs
  - a. You will fire two aimed shots at the attacker's upper torso.

**E. Shooting Responses**

1. Appropriate shooting responses to a deadly force threat.
2. Standard Defensive Response
  - a. Burst of three to five rounds to the thoracic cavity.
  - b. Avoid giving specific round counts to avoid training scars.
3. Failure Drill
  - a. If, after Standard Defensive Response / burst is unsuccessful in resolving the deadly force threat, transition target to the cranial / ocular cavity and fire one round.

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- b. Potentially, the suspect is wearing body armor.
- 4. Immediate Stop Response
  - a. One dedicated head shot to the cranial ocular cavity.
  - b. Possible that the thoracic cavity is obstructed by barricade, hostage or other obstruction.
- 5. Non-Standard Defensive Response
  - a. If, after firing Standard Defense Response / burst is unsuccessful in resolving deadly force threat, transition to the pelvic girdle.
    - i. Fire two rounds in each side of the pelvis.
    - ii. Fire four rounds across the pelvis.
  - b. Designed to incapacitate suspect.
  - c. Suspect may end up in a more stable platform than the standing position.
    - i. Exercise caution with the suspect.

(3, 5, 6, 7,  
10, 11, 12)

**F. Tactical Reloads**

- 1. This is done after there has been some shooting and there is now a lull in the fight.
- 2. The intent is to top-off the weapon so it is full again.
  - a. Remove partially depleted magazine from weapon.
  - b. Stow partially depleted magazine in pocket or waistband.
  - c. Secure and properly index spare magazine
  - d. Insert fresh magazine.

**XVI. LEGAL ASPECTS**

- A. Deadly Force
  - 1. Legal Aspects
  - 2. Moral Aspects
  - 3. Warning Shots
- B. Civil Liability
  - 1. State
  - 2. Federal
- C. Vicarious Liability
- D. Direct Liability
  - 1. Actual Participant
    - a. Other officers on scene
  - 2. Indirect Liability
    - a. Negligent Supervision
    - b. Negligent Training

(7, 9)

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3. P.O.S.T. / S.T.C. Requirements
  - a. Minimum Standards
  - b. Case Law

**XVII. LOW LIGHT RANGE ACTIVITIES**

**A. Running a Low Light Range**

1. Instructors must have high quality light on them for managing the line.
2. Critical to keep track of students prior to live fire during low / no light courses of fire.
3. Instructors may consider using some sort of lighting for themselves and students.
  - a. Beacons for instructors
  - b. Glow sticks for students

<b>(3, 5, 10, 11, 12)</b>
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**B. Light Discipline**

1. Flashlights give you the ability to identify threats and can also be a force multiplier. By shining a flashlight in an adversary's face, you can surprise them as well as cause them to lose their night vision, giving you an advantage.
2. Weapon mounted lights are the best choice, if available. If they are not, then a handheld light is required.
3. When activating the light, aim it at the suspect first, then turn it on. Do not turn it on while aimed at your feet and then move to the threat. This causes you to "paint a trail" to your location.
4. After turning off your light, move. The suspect will know where you were when the light went off, so do not continue to stand in that spot.

**C. Flashlight Techniques**

1. FBI Technique
  - a. Primary hand holds the weapon
  - b. Support hand holds the flashlight up and away from the shooter
2. Harries Technique
  - a. Primary hand holds the weapon
  - b. Support hand holds the flashlight in a weaver style; isometric pressure is exerted by pressing the back of the hands together.
  - c. Weapon is pointed in first, and then the flashlight comes into alignment.

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3. Neck Index Technique
    - a. Primary hand holds the weapon
    - b. Support hand holds the flashlight near the shooters jaw
    - c. Flashlight points at the threat and simultaneously illuminates the sights
  4. Rodgers / Surefire Technique
    - a. Small flashlight is held between forefinger and middle finger in a “syringe” grip, that is, with these fingers gripping the body of the flashlight (and in front of the integral rubber ring, if the flashlight has one).
      - i. Lens of light faces outward, and the protruding momentary switch rests against the middle or lower part of the thumb. Flashlight is activated by squeezing it between fingers and thumb.
    - b. The weapon hand is brought together with the flashlight hand, as though performing a normal two-hand hold, and the lower fingers of the flashlight hand are wrapped around the gripping fingers of the weapon hand. Isometric tension is applied with the arms to steady the weapon.
      - i. Some people find that wrapping just the bottom two fingers (ring and little) of the flashlight hand around the gun-gripping fingers improves alignment of flashlight beam with gun barrel; however, quickly assuming this particular grip requires more practice.
- D. After instructors run line for first group, students will run line for additional groups.
1. Safety is number one concern
  2. Ensure all personnel are accounted for before shooting
  3. One person in charge of checking down range before each person shoots

(3, 5, 10,  
11, 12)

**XVIII. STUDENT CLASSROOM PRESENTATIONS**

- A. Students will be assigned topics to teach from the previous days' material.
- B. Each presentation will be five minutes in length.

(8, 10, 12)

**XIX. STUDENT COURSES OF FIRE**

- A. Each team of students will present their course of fire to the class.

(8, 10, 12)

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1. Students will ask questions as needed to confirm how course is run.
  2. Instructors will summarize course and make any adjustments needed to ensure objectives are met and any safety issues are addressed.
  3. A group of students (3 or 4) will shoot course of fire.
  4. Course will be critiqued and revised as needed.
- B. Following shooting and critique, instructors will collect courses of fire.
1. Instructors will make copies of all courses of fire developed by students.
  2. Students will be presented with courses of fire to take back to their respective agencies.

**XX. WEAPONS MAINTENANCE**

- A. Safety Issues will be addressed
1. Ventilation of area where solvents are used
  2. Eye hazards
  3. Exposure of skin to solvent
- B. Basic cleaning procedures will be discussed
1. Cleaning bore
  2. Cleaning frame
  3. Use of solvents and lubricants
  4. Function checks after reassembly

<b>(2, 11)</b>
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**XXI. COURSE CLOSURE**

- A. Present Certificates
- B. Course Evaluations