**SAMPLE COURSE OUTLINE**

**Best Practice Model**

**Introduction:** In part, the ACS Vendor Support and Review Unit’s values of “Communication, Collaboration and Compliance” include providing vendors with tools to support the development and presentation of course requests. In addition to the LIC 9140 Request for Course Approval, California Code of Regulations, Title 22, Division 6, Chapters 5, 6 and 8 require an outline be included for each course request. The course must also be associated to a program-specific Core of Knowledge topic. Below is a comprehensive sample outline that can be used by vendors to develop courses that contain complete information that meets requirements.

<table>
<thead>
<tr>
<th><strong>Course Title:</strong></th>
<th>The Cheetah: A Comprehensive Overview</th>
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<tbody>
<tr>
<td><strong>Vendor Name:</strong></td>
<td>Professional Coalition for the Protection of Wildlife</td>
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<tr>
<td><strong>Vendor Number:</strong></td>
<td>2000###- ###- #</td>
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<td><strong>Core of Knowledge Topic:</strong></td>
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<td>Note: (enter only one Core of Knowledge topic that best suits the training objective of the course). Click on or see: <a href="#">Core of Knowledge topics by program</a>.</td>
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<tr>
<td><strong>Duration of Course:</strong></td>
<td>Four (4) Hours</td>
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<td>Note(s): Actual course outlines must contain sufficient content to support the duration of the course. It is a best practice to include actual break times in the outline; at a minimum, any planned morning or afternoon breaks should be indicated in the course description.</td>
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<tr>
<td><strong>Instructor(s):</strong></td>
<td>John H Smith – check if resume enclosed ☒</td>
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<tr>
<td></td>
<td>Barbara E Doe – check if resume enclosed ☒</td>
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</table>
**Course Description:**

This four-hour live course is designed to meet the requirements toward the recertification of Wildlife Professionals. This course will provide a comprehensive overview of the cheetah as a species, including their life cycle, communication, appearance, specialized adaptations, and social system. The course will impress upon the learner the very real threats these animals are facing, specifically threats posed by a small genetic pool, habitat depletion, prey scarcity, and human-induced mortality. Global conservation efforts will be explored, including zoos and their breeding programs, wildlife preserves, and international organizations. The concluding group discussion will focus on what participants themselves can do to help protect the cheetah. Two (2) 10-minute breaks will be provided.

**Course Objectives:**

Upon completion of this course, participants will be able to:

1. Have greater knowledge of the cheetah as a species
2. Understand the basic life-cycle of the cheetah
3. Identify the four (4) main threats the global cheetah population is facing
4. Understand the root causes of decline in cheetah population
5. Explain what efforts are being made to keep the cheetah from going extinct

Note(s):

- Course objectives should be SMART: Specific, Measurable, Attainable, Realistic, Timely
- Course objectives should align with course description and course outline.

**Teaching Methods:**

Teaching methods will include the use of a PowerPoint presentation and accompanying handouts, with copies of these lecture materials distributed to participants. The handouts can be used for taking notes in class and will be taken home as an educational resource. A short video will be shown to enhance the learning experience. A group discussion, facilitated by the instructor(s), will close out the course.

Note:
The best teaching methods are blended to include: PowerPoint presentation, lecture, activities, media, etc., especially for day long courses.
Hand-outs:
- PowerPoint Presentation Printout - space for writing notes
- Big Cats Family Tree - Biological Classification
- Cheetah Infographic - Physiological Traits

Course Content Outline

Introduction
8:00 a.m. - 8:20 a.m.
1) Introduction of the instructor (John H. Smith or Barbara E. Doe)
   a) Qualifications
   b) Experience
2) Housekeeping
   a) Confirm participants are in the correct class
   b) Go over rules: parking, exits, bathroom locations, break times, returning to the room on time, cell phone usage, side conversations, participation expectation, course evaluation, how the certificate of completion will be distributed
3) Brief round table introduction of participants
   a) Name, job title/where they work
4) Discuss Course Objectives - what participants should expect to learn during the course
5) Distribute Handouts
   a) Copy of PowerPoint
   b) Big Cats Family Tree
   c) Cheetah Infographic

Species Information
8:20 a.m. - 9:20 a.m.
1) Etymology
   a) Cheetah is derived from the Hindi work “Chita” meaning “Spotted One”
2) Classification
   a) **Kingdom:** Animal
   **Phylum:** Chordata
   **Class:** Mammalia
   **Order:** Carnivore
   **Family:** Felidae
   **Subfamily:** Acinonychinae
   **Genus:** Acinonyx
   **Species:** Jubatus
3) Characteristics
   a) Appearance
      i) Tear-drop shaped black lines from eyes to mouth
      ii) Tan/yellow-buff colored coat with black spots and a white belly
      iii) End of tail has dark rings and white tuft
      iv) Males slightly larger than females
      v) Size – 3.5 to 4.5 feet from head to rump; tails add additional 25.5-31.5 inches
      vi) Weight – 77 to 142 pounds
   b) Morphology – Specialized Adaptations
      i) Built for speed – narrow lightweight body, long legs, specialized muscles (enlarged heart and lungs), flexible spine, non-retractable claws with hard paw pads for gripping the ground, long flat tail used for stability when making sharp turns at high speeds
      ii) Head – small, reduced muzzle length, large eyes positioned for binocular vision, enlarged nostrils for increased air intake, black tear-drop markings (keeps sun reflection out of eyes)
      iii) Brain – small size, small frontal cortex, light weight - requires less energy
      iv) Water Intake – built for arid land, only needs water every 3-4 days, will also drink blood or urine of prey

4) Territory
   a) The cheetah was once one of the most widely distributed land animals – found in Asia, India, Europe, and Africa
   b) Now found mostly in five (5) African Countries
      i) Kenya, Tanzania, Namibia, Botswana, and Zimbabwe

5) Habitat
   a) African
      i) Sub-Saharan Africa – dry, vast land with abundant prey
      ii) Namibia – grassland, savannah, dense vegetation, mountainous terrain
      iii) Other - bush, scrub, open woodlands

6) Communication
   a) Vocalizations – purrs, bleats, hisses, high-pitched chirping, growls
   b) Marking - cheek/chin rubbing, urine splashes: trees, termite mounds, bushes

7) Hunting
   a) Carnivorous – gazelles, impalas, wildebeest calves, smaller hoofed animals, birds, hare
   b) Diurnal Hunter
   c) Fastest Land Animal
i) Reaches speeds between 70-75 mph, in short bursts
ii) Ability to accelerate from 0-60 mph in 3 seconds

8) Video

Break:
9:20 a.m. – 9:30 a.m.

Life Cycle of the Cheetah
9:30 a.m. – 10:30 a.m.

1) Mating
   a) Sexual Maturity
      i) Females – between 20 and 24 months
      ii) Males – between 2 and 3 years
      iii) Courtship – up to 3 days, males leave after mating and do not participate in cub rearing

2) Birth
   a) Gestation period of 90-95 days
      i) Usual litter size: 3-5 cubs
      ii) Largest ever recorded in captivity: 8
   b) Weight at birth – 5 to 10 ounces, born blind

3) Cubs
   a) Initial Stages of Development
      i) Open eyes: 4-14 days
      ii) First tooth: 3 weeks
      iii) Milk teeth: 6 weeks
      iv) Permanent teeth: 8 months
      v) Walking: starts at 3 weeks
      vi) Nursing: 2-3 months but weaning starts at 6 weeks
   b) Appearance
      i) Born with mantle of fur running down spine for camouflage
      ii) Newborn fur color is medium gray, has adult fur coloring by 4 months
   c) Mortality Rate
      i) Very high – up to 90% of cubs will die within the first year
      ii) 40% die due to lack of genetic diversity (history of inbreeding, weak/underdeveloped immune system, low resistance to disease)
iii) 50% fall prey to predators such as lions, hyenas, and eagles

d) Mother’s Role
   i) Will leave for up to 48 hours at a time to find food
   ii) Will move cubs often to avoid predators
   iii) If food supply is too scarce – may abandon cubs
   iv) If an entire litter is lost within a few weeks of birth – the female will enter into estrus (heat) again
   v) If the mother dies – cubs attempt to find a different family group to join

4) Juveniles
   a) Play
      i) 5 months – sharpens stalking and chasing skills, wrestling
      ii) 6 months – mother will bring back injured live prey
      iii) 8 months – chasing after prey independently
      iv) 9-14 months – will be around 10% successful in the hunt
      v) 15-24 months – leaves the mother, but will stay together in a sibling group

5) Adults
   a) Females
      i) Leaves any brothers when they reach sexual maturity
      ii) Solitary – tends to avoid other cheetahs (minority form mother/daughter pairs)
      iii) Tends to stay close to home and may overlap territory with their mother, called a “home range”, size depends on availability of prey
      iv) Mating occurs throughout the year, cub rearing happens independently, however some females may choose to live near other family units

   b) Males
      i) Males will travel far to claim territory
      ii) Forms coalition with other males (typically brothers), 30% of coalitions are of unrelated males
      iii) Claims territory as large as 300-800 square miles, not territorial with members of their own coalition
      iv) Very territorial against male outsiders/rivals
      v) Outcome of males fighting each other – leaves 1 male for every 2 females

6) Life Expectancy
   a) Wild – 10-12 years
   b) Captivity – up to 20 years
Break
10:30 a.m. to 10:40 a.m.

Four Global Threats to the Cheetah Population
10:40 a.m. to 11:10 a.m.

1) Genetics
   a) Wild Populations
      i) Low genetic diversity
      ii) Inbreeding
      iii) Susceptibility to ecological and environmental changes
      iv) Vulnerability to viral and parasitic epizootics – affects genetically uniform populations
   b) Captive Populations
      i) Highly susceptible to diseases: glomerulosclerosis, amyloidosis, helicobacter associated gastritis, veno-occlusive disease, focal palatine erosion, lymphoplasmacytic gastritis
      ii) Neurological: leukoencephalopathy
      iii) Adults: progressive hind-limb paralysis
      iv) Cubs: acute hind-limb ataxia, spongiform encephalopathy
      v) Breeding: poorly in captivity – wild populations have been sustaining captive ones (more than 90% of cheetahs in captivity are traced back to Namibia)

2) Habitat
   a) Alteration
      i) Fragmentation resulting from human development - leads to inbreeding
   b) Removal
      i) Semi-arid habitat is degrading
      ii) Land turns into desert
      iii) Agriculture
      iv) Industries
      v) Human settlements
      vi) Mining
      vii) Infrastructure

3) Prey Scarcity
   a) Livestock
      i) Competes with native animals for resources – water, food, space
      ii) Native species populations decline
      iii) Cheetahs forced to prey on livestock
4) Human-Induced Mortality
   a) Hunting
      i) Big game hunting
      ii) Sport-killing
      iii) Cheetah trophy hunting permitted in: Namibia, Zambia, and Zimbabwe
   b) Poaching
      i) Rural poverty, few employment opportunities, slack surveillance, multiple routes out of the country, lax court punishment
      ii) Poaching gangs – organized crime syndicates, ties to terrorism funding
      iii) Insiders benefit monetarily by looking the other way
      iv) Capturing cubs – smuggled out to be kept as pets
   c) Fur
      i) Illegal fur trade
      ii) Desirability of pelts as a status symbol
   d) Conflict with Farmers
      i) Cheetahs are driven to farms in search of prey
      ii) Lack of livestock management in Africa – low governmental oversight
      iii) Ranchers shoot to kill – 10,000 cheetahs killed between 1980 and 1991

Conservation Efforts
11:10 a.m. to 11:30 a.m.
1) Statistics
   a) International Union for the Conservation of Nature (IUCN) Red List, lists the cheetah as:
      i) Least Concern
      ii) Near Threatened
      iii) Vulnerable
      iv) Endangered
      v) Critically Endangered
      vi) Extinct in the Wild
      vii) Extinct
   b) International calls to move the cheetah to “endangered” – only 7,100 left in the wild as of 2016
2) Zoos
   a) Breeding programs – mostly poor outcomes
   b) Sharing knowledge about: animal behavior, reproduction, ecology, genetics, species sustainability
3) Wildlife Preserves – Africa
   a) Serengeti-Masai Mara Ecosystem
   b) Greater Limpopo Transfrontier Park
   c) Selous Game Reserve
   d) Etosha National Park
   e) Chobe National Park

4) International Organizations
   a) Convention on International Trade in Endangered Species (CITES)
   b) African Wildlife Foundation
   c) Cheetah Conservation Fund
      i) Cheetah Conservation Botswana – aims to preserve native cheetah population through: scientific research, community outreach, education, and working with rural communities to promote coexistence
   d) Cat Ambassador Program – The Angel Fund
   e) Clinton Global Initiative - $80 million invested in a multi-stakeholder project to eliminate poaching

**Group Discussion - What You Can Do**
**11:30 a.m. - 11:50 a.m.**
1) Instructor asks participants how they can help to save the cheetah
2) Examples of conversation topics:
   a) Calls to end big game/big cat hunting
      i) Pressure on governments to condemn activity
      ii) Boycotts
   b) Improve the lives of citizens so they are not driven to poaching/smuggling
      i) Education
      ii) Employment opportunities, regional stability
   c) Charity drives/campaigns
   d) Social Media

**Wrap Up**
**11:50 a.m. - 12:00 p.m.**
1) Distribute course evaluations
2) Collect course evaluations
3) Certificates of Completion – distribution or how/when to collect
**Method of Course Evaluation by Participants:**

At the end of the course, participants will have the opportunity to evaluate the course as a whole, as well as the individual instructors. Please see the enclosed evaluation sheet.

**Method of Evaluating Participants - Best Practice:**

Examples:
- Pre-test
- Post-test
- Open Discussion

How well the participants are able to answer questions and contribute to discussions, enables the instructor to evaluate the participant’s achievement of course objectives.

**Records Maintained at (ADDRESS):**

The following records shall be maintained:

1. Course Schedules, Dates, and Descriptions
2. Course Outlines
3. Lists of Instructors and Resumes
4. Rosters of Participants (LIC 9142A or facsimile)
5. Course Evaluations by Participants
6. Documentation of Participant Course Completion

**Location of Course:**

123 Any Street, Suite 500
Sacramento, CA 95814
Sources:

“Big Cats” Biological Classification. Bigcatswildcats.com/wp-content/uploads/2012/05/bigcatsbiologicalclassification-1.jpg.


“Cheetah Facts.” Caring for Cats & Ending the Trade, Big Cat Rescue, 2015, Bigcatrescue.org/cheetah-facts/.


