

Specify how well the learned behavior must be performed (accuracy, speed, quality)

Explain how the learning outcomes are realistic and achievable, based on:

- Composition (e.g. enrolled students / volunteers / non-credit participants)
- Needs of the student group(s) (e.g. teaching / demonstration / essential task list)
- Teaching activities (what, where) proposed

Explain how the timing of the inclusion of animals in the teaching/training is suitable for the projected timing of the intended learning outcome(s). (In other words, is it necessary for these students at this time in their academic program be able to do the listed procedures?).

Clearly describe the benefits for involving live animals in this course, at this point in time in the academic curriculum, to future study or career paths.

Does this course serve as a prerequisite for further study?

YES

NO

If you answered YES, please describe the prerequisite below.

LEARNING ASSESSMENT METHODS

Describe how students will be evaluated on knowledge or skill acquisition involving live animals?

Assessment methods could include essays, multiple choice, laboratory reports, performance of a task, etc.

CONSTRUCTIVE CURRICULUM ALIGNMENT PARADIGM

Learning outcomes must strongly align logically with learning assessment methods.

Do both align with learning activities in support of the outcomes?

For examples, refer to CCAC on Pedagogical merit of live animal-based teaching and training – Frequently Asked Questions

REPLACEMENT ALTERNATIVES

Show how you have made efforts to identify reasonable replacement alternatives.

Attach appropriate resource information that was consulted when researching replacement alternatives

ADDITIONAL INFORMATION

Please provide additional information to support live animal use for this activity.

Applicant Name: _____

Date: _____

Please forward this completed application form to:

Dustin Fraser, B.Sc.
Coordinator, Animal Care Committee
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BE READY.