



ANSC*4010 - Animal Welfare Judging and Evaluation

Fall 2026 Course Outline

Section: 01

Credits: 0.50

Land Acknowledgement: Guelph

The University of Guelph resides on the ancestral lands of the Attawandaron people and the treaty lands and territory of the Mississaugas of the Credit. We recognize the significance of the Dish with One Spoon Covenant to this land and offer respect to our Anishinaabe, Haudenosaunee and Métis neighbours. Today, this gathering place is home to many First Nations, Inuit, and Métis peoples and acknowledging them reminds us of our important connection to this land where we work and learn.

Calendar Description

This course provides senior level students with a structured opportunity to practice assessing animal welfare using scientific evidence. Students learn to present their evaluations in a logical and persuasive manner. They learn general criteria and approaches used to assess welfare and then apply that knowledge for assessment of four different species in practical settings.

Prerequisite(s): 15.00 credits including ANSC*3080, (ANSC*1210 or ANSC*2210)

Co-requisite(s): ANSC*3090 or ANSC*4090

Department(s): Department of Animal Biosciences

Course Description

In this course you will master the general principles of animal welfare assessment that can be applied to any species of animal in any situation. You will also do a "deep dive" into the literature on four species of animals in specific situations. Our field trips, tours, live assessment, oral reasons (exams) and guest speakers will focus on those four types of animals.

In the Fall of 2026 we will be focusing on assessing the welfare of the following animals/scenarios: Cats in a cafe, Bearded dragons, Raptors in a conservation program, and Feedlot cattle

Lecture Schedule

Wednesdays 17:30 to 20:20 h in 1715 LLC.

Instructor Information

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Learning Resources

Required Resources

Lectures, assigned readings, assignment instructions and rubrics for assignments are posted on the course website: CourseLink (<https://courselink.uoguelph.ca/>)



Course Resources

Links to some animal care guidelines for farm, laboratory and zoo animals can be found on CourseLink.

For example, the generally accepted practices for the care and handling of animal agricultural animals in Canada are published in the form of species-specific **Codes of Practice**, available through the National Farm Animal Care Council (NFACC): <http://www.nfacc.ca/codes-of-practice>

Scientific research studies about animal welfare are published in **the journal Applied Animal Behaviour Science**: (<https://www.sciencedirect.com/journal/applied-animal-behaviour-science>), and **the journal Animal Welfare** (<https://www.cambridge.org/core/journals/animal-welfare>).

Other sector-specific journals also publish peer-reviewed articles relevant to animal care and welfare including, but not limited to the Journal of Animal Science, Zoo Biology, and certain sections of the Frontiers journal series.

Students will be responsible for using search engines to find additional animal care guidelines as needed and for using scientific data bases to find specific peer-reviewed articles on the species of interest.

Campus Resources

If you are concerned about any aspect of your academic program: Make an appointment with a Program Counsellor (<https://www.uoguelph.ca/uaic/programcounsellors>) in your degree program. If you are struggling to succeed academically: There are numerous academic resources offered by the Learning Commons (<https://www.lib.uoguelph.ca/using-library/spaces/learning-commons>) including, Supported Learning Groups for a variety of courses, workshops related to time management, taking multiple choice exams, and general study skills.

Cost of Textbooks and Learning Resources

Textbook / Learning Resource	Required / Recommended	Cost
No costs for textbooks		N/A

Students are advised that prices are often determined by the publisher or bookstore and may be subject to change.

Field Trip Fees

Field trips for 2026 are local, do not require bus rentals, and are therefore offered at a rate of \$15 in total for both field trips. This fee provides partial support for entrance/lecture fees. The Campbell Centre for the Study of Animal Welfare will cover the balance.

Further details on how these fees will be collected will be provided in class/on CourseLink; along with a waiver form that will need to be completed prior to the trip(s).

Course Learning Outcomes

1. Increase the breadth and depth of your knowledge of animal welfare science
2. Develop skills needed to assess the welfare of a variety of different animals kept in a variety of different settings
3. Practice ethical reasoning
4. Practice working with others, as a team
5. Apply objective assessment of animal welfare on the basis of scientific theory and data
6. Exercise critical thinking
7. Master your oral communication skills
8. Practice writing reasons arising from your assessments, in a clear and concise manner

Schedule of Topics and Assignments

Week of	Topic	Activities	Due
9/7	NO CLASS		
9/14	Class 1, Wed- 16-Sep • Introduction to the course; overview of activities, assessments, and requirements • What is animal welfare?	• Introduce a scenario	

9/21	Class 2, Wed-23-Sep • Definitions and conceptual frameworks of animal welfare • How do we measure animal welfare?	• Discuss scenario Guest expert speaker - Bearded dragons	
9/28	Class 3, Wed-30-Sep • Quiz (in-class) • Developing an argument (oral reasons)that is logical and easy to follow, using language tailored to your audience • Intro to the rubric for oral reasons ++Kitty cafe field trip October 3 or 4	• Practice scenario with an emphasis on organization and terminology Guest expert speaker - Cats in a cafe	Quiz - in class
10/5	Class 4, Wed-7 Oct • The rubric for oral reasons (cont.) • How to back up your points using data • Making sure your argument is relevant to animal welfare	• Practice scenario with an emphasis on accuracy and use of references Guest expert speaker - Conservation Raptors • Test Scenario 1 and test questions made available at the end of class	
10/12	Class 5, Wed-14-Oct TEST SCENARIO 1 Field trip to Raptor Centre Sunday October 18	• ORAL REASONS FOR TEST SCENARIO 1 (Presented individually to instructors in class)	
10/19	Class 6, Wed-21-Oct • Refining your reasons using a balance of information • Identifying and acknowledging the "good points" and "bad points" in every scenario	• Practice scenario with an emphasis on grants and presentation style • Work in (presentation) groups time permitting Guest expert speaker - Feedlot cattle	ANSWERS TO WRITTEN QUESTIONS for TEST SCENARIO 1 due in dropbox by Wed 21 Oct 5:30 pm
10/26	Class 7, Wed-28 - October • GROUP PRESENTATIONS LIVE SCENARIO Elora Beef Research Station	• Group presentations: welfare issues and indicators for individual species or settings, (Cats in cafe, Bearded dragons, Conservation raptors, Feedlot beef) Presented to the whole class	PPT SLIDES FOR GROUP PRESENTATION (due Wed-28 October by 12:00 h in Dropbox) Schedule time for Live Assessment Thursday/Friday October 29/30
11/2	Class 8, Wed-4- Nov	• LIVE ASSESSMENT PRESENTATIONS (Presented by teams to instructors only in class)	Scheduled times for Live Assessment Presentations
11/9	Class 9, Wed-11-Nov • Animal welfare audits and assessments for assurance and certification • Careers in animal welfare assessment	• Guest speaker: Penny Lawlis, MSc, Professional Livestock Auditing, Inc. • Practice scenarios • Review instructions for Test Scenario #2	
11/16	Class 10, Wed-18-Nov	NO CLASS	
11/23	Class 11, Wed-25-Nov TEST SCENARIO 2	• ORAL REASONS FOR TEST SCENARIO 2 (Presented individually to instructors in class) Test scenario 2 will be made available to students on Tue-24-Nov at 17:30 h	
11/30	Class 12, Wed-2 Dec	Experiential Learning Exercise in Class	ANSWERS TO WRITTEN QUESTIONS for TEST SCENARIO 2 (due Wed-2-Dec by 17:30 h in Dropbox)

Assessment Breakdown

Description	Weighting (%)	Due Date
Quiz - material from Class 1 and 2 and assigned reading Multiple choice, True/False, Short answer	5%	Wed, Sep 30, IN CLASS On CourseLink
Test Scenario 1 - oral reasons A 3-minute spoken presentation by each individual student to the course instructors providing reasons for their assessment of a scenario provided to them one week in advance, and assessed on their own, outside of class. Further details about the assignment will be provided in class.	10%	Wed, Oct 14, IN CLASS
Test Scenario 1 - written questions A set of short essay questions based on evaluation of Test Scenario 1. Further details about the assignment will be provided in class.	10%	Wednesday, Oct 21 5:30 pm in Dropbox
Group presentation - Key welfare issues of focus species (group mark) A 30-minute (maximum) spoken group presentation given to the whole class based on the key welfare issues and related science and standards of the focus species (1 species/group). All group members must present and use slides to improve the effectiveness of the presentation. Further details about the assignment will be provided in class.	20%	PPT slides due Wednesday, Oct 28 noon Presentation in class
Team assessment of live animals and facilities A 10-minute (maximum) spoken group presentation given to the instructors based on a live animal and facility assessment completed during the week prior to the due date. Further details about the assignment will be provided in class.	20%	Wed, Nov 4 IN CLASS
Test Scenario 2 - oral reasons A 3-minute spoken presentation by each individual student to the course instructors providing reasons for their assessment of a scenario provided to them 24 hours in advance and assessed on their own, outside of class. Further details about the assignment will be provided in class.	15%	Wed, Nov 25, IN CLASS
Test Scenario 2 - written questions A set of short essay questions based on evaluation of Test Scenario 2. Further details about the assignment will be provided in class.	15%	Wednesday, Dec 2, 5:30 pm in Dropbox
Experiential learning exercise Self-assessment - Students must attend class to complete this.	5%	Wednesday Dec 2 IN CLASS



Assessment Details

Quizzes

Quiz Class 1&2

Course Learning Outcomes Assessed: 1

5%

Tests

Test Scenario #1 - Oral Reasons

Course Learning Outcomes Assessed: 1, 3, 5, 6, 7

10%

Test Scenario 1 - Written questions

Course Learning Outcomes Assessed: 2, 3, 5, 6, 8

10%

Presentation

Group Presentation

Course Learning Outcomes Assessed: 1, 4, 5, 6, 7

20%

Group Project

Team Assessment of Live Animals and Facilities

Course Learning Outcomes Assessed: 1, 2, 3, 4, 5, 6, 7

20%

Tests

Test Scenario #2 - Oral Reasons

Course Learning Outcomes Assessed: 1, 2, 3, 5, 6, 7

15%

Test Scenario #2 - Written questions

Course Learning Outcomes Assessed: 1, 2, 3, 5, 6, 8

15%

Reflective Activities

Experiential Learning Exercise

Course Learning Outcomes Assessed: 1, 6, 8

5%

Last Day to Drop Course

The final day to drop Fall 2026 courses without academic penalty is the last day of classes: December 04

After this date, a mark will be recorded, whether course work is completed or not (a zero is assigned for missed tests/assignments). This mark will show on the student's transcript and will be calculated into their average.

Course Grading Policies

Grading Policies

All oral presentations will be graded by at least two evaluators. Oral presentations will be video-recorded for grading purposes and can be reviewed by the students who presented them for self-assessment. Video recordings of student presentations will not be made available to the class or public without permission.

Submission of Assignments and Late Assignments

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons please advise the course instructors in writing, with your name, id#, and e-mail contact in advance of the due date.

The grounds for Academic Consideration are detailed in the Undergraduate and Graduate Calendars.

Undergraduate Calendar - Academic Consideration and Appeals <https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml>

Graduate Calendar - Grounds for Academic Consideration <https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml>



Course Standard Statements

Course Policy on Group Work

Groups/Teams of 3, 4 or 5 students will present 1) a group presentation on a focus group and 2) a set of oral reasons for the Live Assessment. Every student in a group/team must contribute to providing content for the presentation. All students must take turns speaking during the presentations, but not necessarily an equal amount.

All students in a group/team will receive the same grade for their presentation.

Experiential Learning Component

Experiential Learning (EL) at the University of Guelph means learning through action. EL activities provide students with the opportunity to apply course material to real-world, meaningful contexts.

This course has integrated the following Experiential Learning Components: Course-Integrated Learning (<https://www.uoguelph.ca/experientiallearning/students/search-experiential-learning-opportunities/curricular-and-course-based-opportunities-0>).

Upon successful completion, this experiential learning course will be reflected on the student's Professional and Career Development Record (PCDR). Learn about the PCDR and experiential learning at www.uoguelph.ca/pcdr (<https://www.uoguelph.ca/experientiallearning/pcdr>).

Standard Statements for Undergraduate Courses

Academic Integrity

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy (<https://calendar.uoguelph.ca/undergraduate-calendar/undergraduate-degree-regulations-procedures/academic-misconduct/>) is outlined in the Undergraduate Calendar.

Accessibility

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required; however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability. Use of the SAS Exam Centre requires students to make a booking at least 10 business days in advance, and no later than November 1 (fall), March 1 (winter) or July 1 (summer). For students at the Guelph campus, information can be found on the SAS website. (<https://www.uoguelph.ca/sas>)

Accommodation of Religious Obligations

If you are unable to meet an in-course requirement due to religious obligations, please email the course instructor within two weeks of the start of the semester to make alternate arrangements.

See the Academic calendar for information on regulations and procedures for Academic Accommodations of Religious Obligations (<https://calendar.uoguelph.ca/undergraduate-calendar/undergraduate-degree-regulations-procedures/academic-accommodation-religious-obligations/>).



Copies of Out-of-class Assignments

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

Drop Date

Students will have until the last day of classes to drop courses without academic penalty. The deadline to drop two-semester courses will be the last day of classes in the second semester. This applies to all undergraduate students except for Doctor of Veterinary Medicine and Associate Diploma in Veterinary Technology (conventional and alternative delivery) students. The regulations and procedures for course registration are available in the Undergraduate Calendar - Dropping Courses (<https://calendar.uoguelph.ca/undergraduate-calendar/undergraduate-degree-regulations-procedures/dropping-courses/>).

Email Communication

As per university regulations, all students are required to check their <uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

Health and Wellbeing

The University of Guelph provides a wide range of health and wellbeing services at the Vaccarino Centre for Student Wellness (<https://wellness.uoguelph.ca/>). If you are concerned about your mental health and not sure where to start, connect with a Student Wellness Navigator (<https://wellness.uoguelph.ca/navigators>) who can help develop a plan to manage and support your mental health or check out our mental wellbeing resources (<https://wellness.uoguelph.ca/shine-this-year>). The Student Wellness team are here to help and welcome the opportunity to connect with you.

Illness

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g., final exam or major assignment).

Recording of Materials

Presentations that are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a student, or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

Resources

The Academic Calendars (<http://www.uoguelph.ca/registrar/calendars/?index>) are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.

When You Cannot Meet a Course Requirement

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. See the Undergraduate Calendar for information on regulations and procedures for Academic Consideration. (<https://calendar.uoguelph.ca/undergraduate-calendar/undergraduate-degree-regulations-procedures/academic-consideration-appeals-petitions/>)