# Several elements factor into deciding if animal-based teaching or training has pedagogical merit. For the purposes of the *“CCAC policy: Pedagogical merit of live animal-based teaching and training (CCAC, 2016)”,* the goal of this review is to determine if the live animal model proposed by the instructor is the best learning model in support of intended learning outcomes. In other words, is the involvement of live animals essential, or can replacement alternatives, either absolute (non-animal model such as a mannequin or computer model) or relative (such as eggs, cell cultures, tissues, or animals that current expert peer advice and interpretation of scientific evidence indicate have a significantly lower potential for pain perception, such as some invertebrates), be used.

# Refer to SOP “Pedagogical Merit Review” for details.

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| --- | --- | --- | --- | --- |
| Course Number and Name: | Click or tap here to enter text. | | | |
| Instructor(s): | Click or tap here to enter text. | | | |
| **LEARNING OUTCOMES** | | | | |
| **Are the learning outcomes:** | | | | |
| a. Specific:  are they clearly described, and do they specify the involvement of animals? | | | ☐YES  ☐ NO | If NO, explain: Click or tap here to enter text. |
| c. Attainable and Realistic:  are they realistically achievable, given the composition, learning level, and needs of the student group(s), and the teaching activities (what, where) proposed?    Are the animal/student ratio and instructor/student ratio appropriate to achieve the learning outcomes? | | | ☐YES  ☐NO | If NO, explain: Click or tap here to enter text. |
| d. Are there clear benefits to involving animals in this course, at this point in the academic curriculum, to future study or career paths? | | | ☐YES  ☐NO | If NO, explain: Click or tap here to enter text. |
| **CURRICULUM ALIGNMENT** | | | | |
| Do the learning outcomes align with the curriculum evaluation? Is this the best way to assess the learning outcomes? | | | ☐YES  ☐NO | If NO, explain: Click or tap here to enter text. |
| **REPLACEMENT ALTERNATIVES** | | | | |
| Has the instructor made reasonable efforts to identify replacement alternatives? | | | ☐YES  ☐NO | If NO, explain: Click or tap here to enter text. |
| Which resources were consulted? | | Click or tap here to enter text. | | |
| **BEST LEARNING MODEL AND REPLACEMENT ALTERNATIVES** | | | | |
| Based on the information provided by the instructor, is the proposed course involving live animals, the best model in support of learning outcomes, or could equivalent absolute or relative replacement alternatives be used?    ☐BEST MODEL  ☐ALTERNATIVE    Explain choice: Click or tap here to enter text.    **If a replacement alternative would be more appropriate, provide options below: Absolute** (e.g. computer simulation, model): Click or tap here to enter text.    **Relative** (e.g. lower sentient live vertebrate or cephalopod, tissue, eggs, invertebrate): Click or tap here to enter text. | | | | |
| **CONCLUSION** | | | | |
| With regard to meeting learning outcomes, the proposed live model is: | | | ☐ESSENTIAL (has pedagogical merit) ☐NOT ESSENTIAL (no pedagogical merit) | |

Reviewer Name: Click or tap here to enter text.

Date: Click or tap here to enter text.

*Please forward this form to the senior administrator.*