

**ANIMAL CARE COMMITTEE**

**PEDAGOGICAL MERIT REVIEW FORM**

The Canadian Council on Animal Care, which oversees animal use for research, teaching and testing, requires that the use of animals in teaching require a review of pedagogical merit to ensure that animals are only used as necessary. This is generally done at the program/departmental or institutional level. The need to use live animals to meet teaching objectives can be examined during curriculum reviews.

Animals may only be used once the institutional Animal Care Committee has approved a completed pedagogical merit review and an Animal Use Protocol. This form may be completed by the animal user but must be reviewed and approved by the Dean, Department Head or Director.

Completed forms can be submitted to acc@uwindsor.ca

A number of elements factor into deciding if animal-based teaching or training has pedagogical merit. For the purposes of the policy, 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.

Please answer the following questions and document your conclusion. **In order to perform the review, learning outcomes, learning assessment methods, and learning activities must be provided by the instructor.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Course Number and Name: |  | | | |
| Instructor(s): |  | | | |
| **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: |
| **b. Measurable:** do they specify how well the learned behavior must be performed (accuracy, speed, quality)? | | | YES  NO  N/A | If No, explain: |
| **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  YES  NO | If No, explain: |
| **d. Timely:** is the timing of the inclusion of animals in the teaching/training suitable for the projected timing of the intended learning outcome(s)? | | | YES  NO | If No, explain: |
| Are there clear benefits to involving animals in this course, at this point in time in the academic curriculum, to future study or career paths? | | | YES  NO | If No, explain: |
| Does this course serve as a prerequisite for further study? | | | YES  NO |  |
| **LEARNING ASSESSMENT METHODS** | | | | |
| Are live animals involved in the assessment? | | | YES  NO | If No, explain: |
| Are the learning assessment methods clear? | | | YES  NO | If No, explain: |
| **LEARNING ACTIVITIES** | | | | |
| Are the learning activities clear? | | | YES  NO | If No, explain: |
| **CONSTRUCTIVE CURRICULUM ALIGNMENT PARADIGM (see question 7 in *the CCAC frequently asked questions: Pedagogical merit of live animal-based teaching and training*)** | | | | |
| Do learning outcomes strongly align logically with learning assessment methods, and do both align with learning activities in support of the outcomes? | | | YES  NO | If No, explain: |
| **REPLACEMENT ALTERNATIVES** | | | | |
| Has the instructor made reasonable efforts to identify replacement alternatives? | | | YES  NO | If No, explain: |
| Which resources were consulted? | | |  | |
| **BEST LEARNING MODEL AND REPLACEMENT ALTERNATIVES** | | | | |
| Based on learning outcomes, constructive curriculum alignment, and the necessity for these students to achieve stated learning outcomes at this point in their teaching/training experience, is the live animal proposed in this course the best model in support of learning outcomes, or could equivalent absolute or relative replacement alternatives be used?  BEST MODEL  ALTERNATIVE  Explain choice: | | | | |
| **If a replacement alternative would be more appropriate, provide options below:**  **Absolute** (e.g., computer simulation, model):    **Relative** (e.g., lower sentient live vertebrate or cephalopod, tissue, eggs, invertebrate): | | | | |
| **CONCLUSION** | | | | |
| With regard to meeting learning outcomes, the proposed live animal model is: | | ESSENTIAL (has pedagogical merit)  NOT ESSENTIAL (no pedagogical merit) | | |

Reviewer name:

Date:

*Please forward this form to the senior administrator responsible for pedagogical merit review, who will forward it to the instructor and the animal care committee.*

Canadian Council on Animal Care  [ccac@ccac.ca](mailto:ccac@ccac.ca?subject=CCAC%20Pedagogical%20Merit%20Review%20Sample%20Form)  [www.ccac.ca](http://www.ccac.ca)