**PEDAGOGICAL MERIT REVIEW OF LIVE ANIMAL-BASED TEACHING OR TRAINING**

**Form A: To be completed by Course Instructor**

**Date:** Click or tap to enter a date.

|  |  |
| --- | --- |
| **1) Course Instructor:** | Click or tap here to enter text. |
| **2) Course Title and Code:** | Click or tap here to enter text. |
| **3) Animal Use Protocol (AUP) Number:** | Click or tap here to enter text. |
| **4) Animal Species and Number to be used of each species:** | Click or tap here to enter text. |
| **5) Number of Students:** | Click or tap here to enter text. |
| **6)** Describe number of lab sections, number of groups per lab, number of students in each group, etc. to provide reviewers with an understanding of how students interact with animals and the number of animals per student or students per animal (e.g. “Two lab sections, each with 6 groups of two students. Each group will dissect one mouse to obtain tissue”). | |
| Click or tap here to enter text. | |
| **7)** Describe the learning level of the students in relation to the goals/objectives of the animal-based teaching/training (e.g. Is this a lab that involves minimal animal contact and is intended to introduce lab methods to students who have no experience in animal use? Is it a lab for senior students with prior animal handling training, to teach them new physiologic principles? Is it a workshop for experienced animal technicians, to train them to conduct unfamiliar sampling procedures?). | |
| Click or tap here to enter text. | |
| **8)** Describe how student groups will be instructed, supervised, assisted (e.g. Number of instructors and/or teaching assistants/technicians who will be supervising work with animals or their tissues, and how they will assist students with technical manipulations). | |
| Click or tap here to enter text. | |

|  |
| --- |
| **9)** In the following section (9 through 14), describe curriculum planning/course design relating to animal use that will occur in the course. Attach the course syllabus, lab manual, or other handouts. The Animal Use Protocol provided to the Animal Care and Use Committee will also be provided to the reviewers.  **a)** Provide information on the curricular approach (e.g. use of an investigative approach versus a demonstrational approach; hands-on approach to teach manual skills and techniques associated with a specific profession). |
| Click or tap here to enter text. |
| **b)** Describe the experiments/teaching exercise(s) and methodology(ies). |
| Click or tap here to enter text. |
| **10)** What are the specific educational/learning outcomes of the course relating to the proposed animal use? How will they benefit the students in this course and in this program? Learning outcomes should specify the knowledge or skills that must be achieved and/or how well they must be performed (accuracy, speed, quality). The use of active language and a system such as SMART goals (Specific, Measurable, Attainable, Realistic, and Timely/Transparent/Transferable) can facilitate the setting of intended outcomes. |
| Click or tap here to enter text. |
| **11)** Describe the timing of the inclusion of animal-based exercises in the teaching/training in this laboratory or course, relative to the projected timing of the learning outcomes in the course and also in the academic program (e.g. How is this knowledge or skill that requires animal use needed later in the course, later in the program, or in the student’s future career?). |
| Click or tap here to enter text. |
| **12)** What criteria (feedback and assessment) will be used to evaluate the completed course component involving live animals to ensure learning outcomes are met? Will it incorporate Summative or Formative Assessment? (e.g. Will students submit lab reports? Will there be exam questions and what type of questions will they be? Will there be practical skill assessments? etc.) |
| Click or tap here to enter text. |
| **13)** Indicate how the ethical issues and responsibilities associated with animal use for educational purposes will be addressed or discussed in educational materials, lectures, or laboratories. |
| Click or tap here to enter text. |
| **14)** If, on moral/ethical grounds, a student does not wish to participate in this exercise involving animal use, is there an alternative means available for achieving the learning outcomes? If yes, stipulate the alternative. |
| Click or tap here to enter text. |

**Details of strategies to incorporate alternatives**

|  |
| --- |
| **1)** Are there alternatives (Replacements) available that that would eliminate/reduce animal use (e.g. software, simulations, invertebrates rather than vertebrates, etc.)? See the [CCAC 3R’s microsite](https://3rs.ccac.ca/) for a discussion of how to search for alternatives. If any are available, describe how they are being incorporated, or justify why they cannot be used. |
| Click or tap here to enter text. |
| **2)** Name(s) of databases searched and date(s) search was performed to evaluate alternatives to animal use: |
| Click or tap here to enter text. |
| **3)** Keywords and search strategy used: |
| Click or tap here to enter text. |
| **4)** Provide any additional comments, such as your assessment of opportunities and obstacles for implementing the Three Rs (Replacement, Reduction, Refinement): |
| Click or tap here to enter text. |

**Attachments**

Attach the following:

1. Couse Syllabus highlighting the specific animal use
2. Lab Manual (sections pertaining to animal use)
3. Other relevant handouts or documents:
   1. If this is a course that involves competencies or skills required by a regulatory body (medical, veterinary, etc.) attach the document that outlines the requirement.
   2. If this is a credit course or part of an Academic Program, provide a summary of the Academic Program that this course fits into, along with the intended learning outcomes for the program, indicating how the animal use is necessary to achieve program outcomes.
   3. If the Course Syllabus does not clearly outline the learning outcomes and goals of the course relating to animal use, attach a document describing them.
   4. Attach any prior student assessments or course or session evaluations that were done that provide feedback on the animal-based teaching/training.
   5. Any other relevant documents.