

**UNIVERSITY OF WINDSOR**

**ANIMAL CARE COMMITTEE**

**Standard Operating Procedure:** AD05C **New:** September 2021

# EXPEDITED PEDAGOGICAL MERIT REVIEW FORM

A number of 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*](https://www.ccac.ca/Documents/Standards/Policies/Pedagogical_merit_of_live_animal-based_teaching.pdf) (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 (i.e., non-animal model such as a mannequin or computer model) or relative (i.e., eggs, cell cultures, tissues, or animals suggested to have a lower potential for pain perception based on expert interpretation of scientific evidence, such as some invertebrates), be used. **For certain competency-based teaching or training activities where the intended learning outcomes are prescribed or mandated by a third party such as a ministry of education, an institutional researcher/personnel training program or an accreditation or certification body, an expedited review process is available.** For more information on expedited pedagogical merit review, see question 8 of the [*CCAC frequently asked questions: Pedagogical merit of live animal-based teaching and training*](https://www.ccac.ca/Documents/Standards/Policies/FAQ-Pedagogical_merit_of_live_animal-based_teaching.pdf).

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

|  |  |
| --- | --- |
| Course number and name, or other identifier: |   |
| Instructor(s): |   |
| Name of organization mandating skills |   |
| Reference to specific intended learning outcome mandated by prescribing organization or by practical training syllabus in institution |   |
| LEARNING ACTIVITIES |
| Are the learning activities provided by the instructor clear? | [ ]  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 the availability and suitability of equivalent absolute or relative replacement alternatives is the live animal proposed in this course the best model in support of learning outcomes? [ ]  Yes[ ]  NoExplain choice:  |
| If a replacement alternative would be more appropriate, provide options below:**Absolute** (e.g., computer simulation, model):  **Relative** (e.g., tissue, eggs, invertebrate):  |
| Conclusion |
| With regard to meeting prescribed learning outcomes, the proposed live animal model is: | [ ]  ESSENTIAL (has pedagogical merit)[ ]  NOT ESSENTIAL (no pedagogical merit) |

**Reviewer name:**

**Date:**

Completed forms should be submitted to acc@uwindsor.ca