|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 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 the 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:

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)