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| --- | --- |
| 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:

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