**Pedagogical Merit Form (PI)**

Proposed Live Animal Model – Teaching and Training

A number of elements factor into deciding if animal-based teaching or training has pedagogical merit. The goal of this review is to determine if the live animal model proposed is essential for the intended learning outcomes or if 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), can be used.

This form is to be completed for teaching and training involving the proposed use of live animal models. Consulting with the relevant program curriculum committee and/or your department chair is recommended in the preparation of this form.

This information will be used by the Pedagogical Merit Review committee to determine if the proposed live animal model is essential to meeting the learning outcomes and is appropriately aligned with learning assessment methods and learning activities.

**Please include the course outline or syllabus with the submission of this form if applicable.**

|  |  |
| --- | --- |
| **Course Number and Name:** | Click to enter course number and name |
| **Instructor of Record:** | Click to enter instructor of record |
| **Department Name:** | Click to enter department name |
| **Has this course previously had an AUP?** | Yes  No **If yes, provide the AUP Number:** Click to enter AUP# if applicable |
| 1. **EXPEDITED REVIEW ELIGIBILITY** | |
| **Does this course meet any of the criteria below indicating that it is eligible for expedited review?**  included in the Doctor of Veterinary Medicine program (VETM\* course or Phase 4 rotation)  included in the Associated Diploma in Veterinary Technology program (\*DVT)  included in the Certificate Veterinary Assistant and Office Administration program (\*CVOA)  is part of the University’s Animal handling training courses to support research and teaching with animals  If any of the options above are selected and indicate this course is eligible for expedited review, please complete sections C and E only. | |

|  |
| --- |
| 1. LEARNING OUTCOMES |
| Clearly outline the intended learning outcomes associated with this course or training:  Click to enter an outline of the intended learning outcomes |
| **Does the course serve as a prerequisite to other courses?  Yes  No**  **If yes, indicate which course:** Click to enter the courses  **If yes, explain how the knowledge/skills gained through the use of live animals is used in the subsequent course(s).**  Click to enter how the knowledge/skills gained is used in the subsequent courses |
| **What are the anticipated benefits to the learning of students at this point in their studies? Explain why use of the proposed live animal model is essential in support of the learning outcomes.**  Click to enter anticipated benefits and rationale for why use of the proposed live animal model is essential in support of the learning outcomes. Include overall program outcomes including any strategic placement of these animal activities if applicable. |

|  |
| --- |
| 1. **LEARNING ACTIVITIES** |
| Student-to-instructor ratio for the activities involving the proposed live animal model:  Click to enter student to instructor ratio  Animal-to-student ratio:  Click to enter animal to student ratio |
| Outline the learning activities involving the proposed live animal model:  Click to enter a clear language summary of the learning activities and procedures involving the proposed live animal model. Refer to the information provided in Section 8.4 of your AUP and provide an abbreviated description intended for an audience not familiar with the techniques involved. |
| 1. LEARNING ASSESSMENT METHODS |
| Outline the learning assessment methods for this course or training:  \*Please attach any available rubrics for assessing related skills  Click to enter the learning assessment methods. Examples may range from real-time, formative, verbal feedback to formal examinations. |

|  |
| --- |
| 1. **REPLACEMENT ALTERNATIVES** |
| Outline the efforts made to identify Teaching/Training Replacement Alternatives as per CCAC’s 3Rs Microsite:  Click to enter the efforts made to identify replacement alternatives  Indicate the resources consulted:  Click to enter the resources consulted |

The curriculum committee was consulted in the preparation of this form.

# **Form completed by:** Click to enter the name of the person completing the form

# **This form is to be reviewed by the Department Chair or Chair of the relevant Curriculum Committee.**

# **Reviewed by:** Click to enter the name of the Department or Curriculum Committee Chair who reviewed this form