**SUBMISSION FOR PEDAGOGICAL MERIT REVIEW**

A number of elements factor into deciding if animal-based teaching or training has pedagogical merit. For the purposes of the CCAC policy, 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. Refer to the Office of Research Services *SOP 102: Pedagogical Merit Peer Review Process,* available on the Office of Research Services - Ethics [website](https://www.macewan.ca/wcm/OfficeofResearchServices/Ethics/index.htm).

Please submit the completed form, a PDF version of your Animal Use Protocol and two suggestions for peer reviewers to kuziemskyc@macewan.ca.

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| --- | --- |
| Principal Investigator: |  |
| Course Project Title: |  |
| Course Number: |  |
| AREB Protocol Number: |  |

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| **LEARNING OUTCOMES** |
| **Are the learning outcomes:**  |
| **a. Specific:** Clearing describe learning outcomes. Specify how they involve live animals.   |
| **b. Measurable:** How will the learned behaviour be performed (accuracy, speed, quality, etc)?   |
| **c. Attainable and Realistic:** Describe how the learning outcomes will be achieved, taking into consideration the composition, learning level, and needs of the student group(s), and the proposed teaching activities.   |
| **d. Timely:** How is the inclusion of animals in teaching/training synchronized with the projected timing of the intended learning outcome(s)?  |
| Please explain the benefits of involving animals in this course. Expand upon future study or potential career paths if applicable.   |
| 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:   |
| Describe the learning assessment methods.   |
| **LEARNING ACTIVITIES** |
| Describe the learning activities.   |
| **CONSTRUCTIVE CURRICULUM ALIGNMENT PARADIGM (see question 7 in *the CCAC frequently asked questions: Pedagogical merit of live animal-based teaching and training*)** |
| Describe how the learning outcomes align with the learning assessment methods if applicable. Include how both align with learning activities if applicable.   |
| **REPLACEMENT ALTERNATIVES** |
| Are there replacement alternatives available for the proposed activities?   |
| Indicate which resources on alternatives were consulted.   |
| **BEST LEARNING MODEL AND REPLACEMENT ALTERNATIVES** |
| Provide any further comments, based on SMART learning outcomes, constructive curriculum alignment, and necessity for students to achieve stated learning outcomes at this point in their teaching/training experience, to support the use of live animals as the best model available.   |