Pedagogical Merit Assessment Committee
- Reviewer's Form -

COURSE INFORMATION			
Course Number: *Example: RRM-3369*		**Course Title:**	
Instructor(s):			
Specific activity or component:			

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 behaviour 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	
Are learning outcomes SMART? (See a, b, c and d above)	☐ YES ☐ NO	If No, explain:

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

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?		

BE READY.

BEST LEARNING MODEL AND REPLACEMENT ALTERNATIVES

Given:
- SMART 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

Please Explain:

If a replacement alternative would be more appropriate, provide 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 of Review:

Please forward this completed assessment form to:

Donna McLaughlin
Chair, Pedagogical Merit Assessment Committee
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BE READY.