A. Purpose

To describe the IACUC review requirements and oversight for animals used in an educational setting.

B. Background

The WSU IACUC is charged with overseeing research and teaching activities involving the use of live animals. This includes reviewing and approving protocols for the use of animals in research and teaching. While the objectives of teaching activities differ from research protocols, the same basic principles are applied during the review process. These principles are known as the 3 R’s and are described below:

1. Replacement: Replacing animal use with non-animal models when possible. This could include in-vitro models, simulators, computer animations, and other educational resources.
2. Refinement: This includes modifying procedures to minimizing the pain and distress to the animals used.
3. Reduction: This may include many strategies to gain effective instruction while using the fewest number of individual animals.

C. Policy

Proposals for Instructional Animal Use must be approved by the WSU IACUC prior to instructional animal use. Instructors acting as course directors are responsible for preparing these proposals using the online submission system. The Animal Subjects Approval (ASAF) form must include a clear justification from an educational perspective for the use of animals in the course.
D. Procedure

Instructional Animal Use Protocol Basics

1. Academic Schedules: A teaching ASAF should be approved by the IACUC before course listings and course descriptions appear active in the WSU Catalog.
2. Course directors should allow suitable time for review prior to catalog deadlines and time for revision in response to the review process.

Preparation & Submission: Instructors acting as course directors are responsible for preparing these ASAFs using the online submission system. The online teaching ASAF form guides users through needed information related to the subsequent review process. Users should follow the system prompts to ensure completeness of their submission.

1. Identify all personnel who handle animals during proposed use. If students will handle animals, indicate ways in which student users are trained and supervised to minimize animal distress. Student users are not required to complete the online animal use training, but all in supervisory roles are, including Teaching Assistants, Lab Staff and others.
2. Identify all types of animal use within the instruction, including specifics about how the animals interact with each species.
3. Provide instructional materials in support of the proposal including the syllabus or schedule of the course/training activity. WSU mandates that all training syllabi have clearly stated student learning outcomes and coupled assessment plans included in the syllabus materials. The use of animals in meeting these student learning outcomes and assessments of learning should be clearly justified in the ASAF.
4. Provide a description of how students are trained to safely work with animals including what hazard information (allergy, zoonosis, injury) is provided and what biosafety controls are used. The zoonoses fact sheets can be used as a resource and are available online at https://iacuc.wsu.edu/zoonoses/.
5. Include the justification from an educational perspective for the use of animals in the course. What are the educational alternatives to animal use in meeting these objectives? What evidence supports the required use of animals over the alternatives in these training contexts?
6. Include all drugs and chemicals that come in contact with animals used in these instructional settings in the detailed table as directed. If chemicals pose toxicity risk to personnel as well as the animals, include operating procedures to minimize exposure to both.
Review of Instructional Animal Use Protocols

A. All animal use proposals are reviewed by the IACUC to ensure animal well-being using the guiding principles above. An instructional animal use proposal will be reviewed applying the same decision-making criteria as research proposals while adding the educational component to these evaluations. These align with the guiding principles outlined in section (B.) above.

B. The following areas will be scrutinized when instructional animal use proposals are reviewed:
   1. Are the personnel involved in the proposed use qualified and trained to effectively and safely handle the animals in the proposed manner?
   2. Is the location of the proposed instructional use suitable for the proposed activities? If these activities include invasive procedures, are training locations equipped to provide aseptic conditions and minimize post-procedure complications in the animals used?
   3. Are the proposed procedures performed in a manner that minimizes animal distress and pain? What measures are used to assess animal distress and pain during the instructional procedures?
   4. Have the investigators identified alternatives to animal use and evaluated them? Are there alternative educational approaches available? If available, do these approaches reduce, refine or replace animal use? Have the investigators justified the educational use of the animals in alignment with the training’s stated objectives and outcomes?
   5. What is the training value of the animal use to the trainee population with respect to the alternatives?
   6. Is the submission complete with regard to drugs and chemicals used in the proposal? Are these materials pharmaceutical grade?

E. Resources

The WSU IACUC website includes a broad range of resources and information that is available for all instructors and researchers. Visit https://iacuc.wsu.edu for information on:
   1. Training material related to zoonosis and zoonotic disease associated with the species used (WSU IACUC Zoonoses webpage).
   2. Additional IACUC policies, guidelines, and SOPs.
   3. Information on reporting adverse/unanticipated events or animal welfare concerns for animals used in research or teaching.