**BIOL Summary Curriculum Map**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **If the course requires students to produce an artifact demonstrating student learning relevant to the outcome, indicate by placing the appropriate letter in the box (I = Introduced; D = Developed; M = Mastered). This form should be completed in concert with the “Student Learning Evidence Inventory” forms.** | | | | | | | | | | | | |
|  | **COURSES** | | | | | | | | | | | |
| **LEARNING OUTCOMES (Graduates will)** | 131 | 133 | 239 | 250 | 260  (var) | 317 | 325 | 326 | 331 | 332 | 334 | 336 |
| 1 a) Effectively integrate and apply biological concepts to *solve problems*. | I | I | I | D |  | D | D/M | D/M | D | D | D | I/D |
| 1 b) Apply their biological training to critically *evaluate* andaccurately *explain scientific information*, including information from the primary literature. |  |  | I | D |  | D | M | M | D | D |  | D |
| 2 a) Effectively *apply the hypothetico-deductive method* to questions in biology, in a laboratory or research project setting. | I | I | I | D |  |  |  | D | D |  | D | I/D |
| 2 b) Correctly and safely *perform common biological laboratory and/or field techniques* in a lab/field course or independent research project. | I | I | I/D | D |  | D |  | D | D |  | D | D |
| 2 c) *Draw* statisticallyreasonable *conclusions from quantitative data*, from their own original research or the primary literature. | I | I | I/D |  |  |  | D | D |  | ? | D |  |
| 3 a) *Construct* logical *arguments*, based on their own data and that of others. | I | I | I | D |  | D | M | M | D | D | D | I/D |
| 3 b) Effectively *integrate data from multiple experiments and knowledge from multiple scientific sources* in support of a thesis. | I |  | I | D |  |  | M | M | D | D | D |  |
| 3 c) Clearly *communicate these arguments orally and in writing*, in a standard scientific format with accurate use of conventions such as citations, charts, and statistics. | I | I | I | D |  | D | M | M | D | D | D |  |

**BIOL Summary Curriculum Map**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **If the course requires students to produce an artifact demonstrating student learning relevant to the outcome, indicate by placing the appropriate letter in the box (I = Introduced; D = Developed; M = Mastered). This form should be completed in concert with the “Student Learning Evidence Inventory” forms.** | | | | | | | | | | | | |
|  | **COURSES** | | | | | | | | | | | |
| **LEARNING OUTCOMES (Graduates will)** | 337 | 338 | 339 | 340 | 341 | 342 | 343 | 344 | 345 | 346 | 348 | 350 |
| 1 a) Effectively integrate and apply biological concepts to *solve problems*. | D | D | D | D |  | D | D | D | D/M | D | D | D |
| 1 b) Apply their biological training to critically *evaluate* andaccurately *explain scientific information*, including information from the primary literature. | D | D | D | D |  | D | D | D | D/M | D | D | D |
| 2 a) Effectively *apply the hypothetico-deductive method* to questions in biology, in a laboratory or research project setting. |  | D |  |  |  | D | D | D |  | D | D |  |
| 2 b) Correctly and safely *perform common biological laboratory and/or field techniques* in a lab/field course or independent research project. | D | D |  | D |  | D | D | D | D | D | ? | D |
| 2 c) *Draw* statisticallyreasonable *conclusions from quantitative data*, from their own original research or the primary literature. |  |  |  |  |  | D |  | I/D |  |  |  |  |
| 3 a) *Construct* logical *arguments*, based on their own data and that of others. | D | D | D |  |  | D | D | D |  | D | D | D |
| 3 b) Effectively *integrate data from multiple experiments and knowledge from multiple scientific sources* in support of a thesis. |  | D | D | D |  | D | I/D | I/D |  | D | D |  |
| 3 c) Clearly *communicate these arguments orally and in writing*, in a standard scientific format with accurate use of conventions such as citations, charts, and statistics. | D | D | D | D |  | D | D | D |  | D | D |  |

**BIOL Summary Curriculum Map**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **If the course requires students to produce an artifact demonstrating student learning relevant to the outcome, indicate by placing the appropriate letter in the box (I = Introduced; D = Developed; M = Mastered). This form should be completed in concert with the “Student Learning Evidence Inventory” forms.** | | | | | | |
|  | **COURSES** | | | | | |
| **LEARNING OUTCOMES (Graduates will)** | 352 | 353 | 354 | 360  (var) | 403-8  / 460 | 394/495/496 BA capstone |
| 1 a) Effectively integrate and apply biological concepts to *solve problems*. | D | D | ? check with EVST |  | M |  |
| 1 b) Apply their biological training to critically *evaluate* andaccurately *explain scientific information*, including information from the primary literature. | D | D |  |  | M | M |
| 2 a) Effectively *apply the hypothetico-deductive method* to questions in biology, in a laboratory or research project setting. | D |  |  |  | M |  |
| 2 b) Correctly and safely *perform common biological laboratory and/or field techniques* in a lab/field course or independent research project. | D |  |  |  | M |  |
| 2 c) *Draw* statisticallyreasonable *conclusions from quantitative data*, from their own original research or the primary literature. | D |  |  |  | M | M |
| 3 a) *Construct* logical *arguments*, based on their own data and that of others. |  | D |  |  | M | M |
| 3 b) Effectively *integrate data from multiple experiments and knowledge from multiple scientific sources* in support of a thesis. | D | D |  |  | M | M |
| 3 c) Clearly *communicate these arguments orally and in writing*, in a standard scientific format with accurate use of conventions such as citations, charts, and statistics. | D | D |  |  | M | M |

All WB courses:     1b) M 3a) M 3b) M 3c) M  
BIOL 354 may no longer be offered, pending conversation with EVST regarding need.

(Where) do we assess their chemistry, organic chemistry, physics, and mathematics knowledge? This may be a question for EAC.