project placed the entire comparative vertebrate anatomy course within the larger context of science at a time when courses in anatomy are looked at by students and sometimes administrators and other faculty as less “scientific” than more classically experimental disciplines. We hope that others will implement similar research-based projects in comparative vertebrate anatomy courses to ensure that anatomical disciplines do not get “left behind” as science education increases in its emphasis on active learning, cooperative learning, and problem solving (National Science Foundation, 1996; National Research Council, 2000).

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