



**Biology**

<b>ACTIVE TEACHING DISCIPLINES</b>		
<b>For Administrative Use Only – Please do <u>not</u> edit federal NCES information below</b>		
<b>CIP Code</b>	<b>Description</b>	<b>NCES Definition</b> For more information on the NCES CIP taxonomy, see <a href="http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55">http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55</a>
14.1401	Environmental/Environmental Health Engineering	A program that prepares individuals to apply mathematical and scientific principles to the design, development and operational evaluation of systems for controlling contained living environments and for monitoring and controlling factors in the external natural environment, including pollution control, waste and hazardous material disposal, health and safety protection, conservation, life support, and requirements for protection of special materials and related work environments.
26.0101	Biology/Biological Sciences, General	A general program of biology at the introductory, basic level or a program in biology or the biological sciences that is undifferentiated as to title or content. Includes instruction in general biology and programs covering a variety of biological specializations.

The qualifications described below represent commonly accepted good practices for teaching in the discipline(s) included in this unit. [1]

**Please provide a general description of unit, including programs and course offerings [2]**

The Biology Department offers the following programs:

- Biology B.S., with the option of a Preprofessional Concentration for students intending to apply to a professional school
- Biology minor
- Biology M.S.
- Conservation Biology Graduate Certificate
- Conservation Biology Ph.D.

The department's research and education program explores structural and functional aspects of

diverse biological systems within an evolutionary framework. Key topics of inquiry include organismal morphology and physiology, cell biology, development, genetics, animal behavior, ecology, systematics, and evolutionary biology. Faculty and students affiliated with our program work with animals, plants, fungi, and microbes, employing molecular, organismal, and ecosystem approaches to questions of biological organization and diversity that span all levels of biological hierarchy.

**Terminal degree(s) for each discipline taught in the unit [3]**

*A terminal degree in the teaching discipline qualifies a person to teach throughout the broad scope of the teaching discipline at the undergraduate and graduate levels. [4]*

Ph.D. in biological sciences, including:

- Biology
- Botany
- Plant Taxonomy
- Zoology
- Vertebrate Zoology
- Ecology
- Wildlife Ecology
- Environmental Biology
- Genetics
- Agricultural Genetics
- Molecular Cell Developmental Biology
- Physiology
- Entomology
- Evolutionary Biology
- Conservation Biology
- Marine Biology
- Integrative Biology

**Broadly related discipline(s) for each discipline taught in the department**

*Specialization qualifies a person to teach throughout the broad scope of teaching discipline (approximately five or more courses on distinct topics)*

Ph.D. in:

- Biochemistry
- Environmental Science

**Selectively related discipline(s) for each discipline taught in the department**

*Specialization does not qualify a person to teach distinct topics throughout the broad scope of the teaching discipline but does qualify to teach a more restrictive set of courses in the discipline (approximately four or fewer courses on distinct topics)*

Ph.D. in:

- Limnology
- Geography (when it concentrates on remote sensing and ecological studies)
- Molecular Biology (when it concentrates on Genetics, Cell, or Developmental Biology)
- Horticulture

**Justification for use of faculty with 'other' teaching qualifications and additional faculty teaching qualifications information [5] [6]**

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[1] The unit chair/director, in consultation with unit faculty, has responsibility for identifying and articulating commonly accepted good practices in each teaching discipline taught in the unit and for providing appropriate justification as needed. In the case of an emerging discipline for which common collegiate practice has not yet been established, a compelling case must be provided as necessary to substantiate the claims made.

[2] Please provide a general description of the unit course and program offerings at the undergraduate and graduate levels (e.g., degree and certificate programs, minors, departmental contribution to interdisciplinary core courses). This section may also be used to provide other pertinent information about the unit and the discipline(s) it represents (e.g., discipline accreditation, faculty research emphases).

[3] List those degrees for each discipline taught in the unit that are regarded by the respective disciplinary community as terminal degrees in the discipline and thus, qualify a faculty member to teach throughout the broad scope of that discipline at both the undergraduate and graduate levels. In most fields, a terminal degree is the commonly accepted highest degree in the given field of study. In such instances, the terminal degree is usually considered to be the academic (or research) doctorate (e.g., Doctor of Philosophy). However, some academic fields have, through custom, recognized terminal degrees that are not doctorates (e.g., Master of Fine Arts, Master of Social Work). Note that terminal degrees from other disciplines may be appropriate for teaching in the discipline as well, but such credentials should be listed as broadly or selectively related degrees, as appropriate.

[4] A non-terminal master's degree in the teaching discipline qualifies a person to teach throughout the broad scope of the teaching discipline at the undergraduate level, not at the graduate level.

[5] Please use this section to provide justification that helps to make the case for special circumstances that apply to your unit including the use of faculty qualified to teach by 'other' qualifications and other special situations. Typically the statements provided in this section should be of a general nature, and not address specific individuals. (Justification for specific individuals is typically handled separately during the teaching certification process.) As appropriate, please cite to appropriate authorities to justify departmental practices (e.g., discipline accreditation guidelines, state regulations).

[6] When a faculty member cannot be qualified to teach on the basis of academic credentials (degree(s) and course work) alone, qualifications other than academic credentials (or combined with credentials) may be appropriate for teaching particular courses. Consideration of other teaching qualifications either in conjunction with or in lieu of academic credentials must be made on a case-by-case basis. Such cases should be exceptional and the evidence of other demonstrated competencies and achievements provided must be compelling. It should also show substantial and significant evidence of professional progress as related to the faculty member's teaching assignment.