Introduction

Science and technology were responsible for a profound transformation of the world in the 20th century and will drive the economy of the 21st century. The objectives of the undergraduate programs of the College of Science and Technology are to prepare students for careers in these important areas and to graduate informed, responsible citizens.

The college approaches science and technology as a body of knowledge that has an advancing frontier and a complex interface with society. The traditional mandate for a university is to provide undergraduate students with a comprehensive education and the opportunity to focus closely on a particular area of study. The College of Science and Technology embraces this mandate and extends additional opportunities to our students. Science and Technology students are encouraged to participate in faculty research projects and thus experience the advancement of this body of knowledge.

Bachelor of Science programs offer a greater concentration in major coursework, while Bachelor of Arts programs offer a greater variety of coursework. All programs offer undergraduates the opportunity to work with distinguished faculty and a richly-diverse and stimulating student body as they prepare for active roles in society.

Mission Statement

The mission of the College of Science and Technology is to seek academic excellence by providing outstanding instruction in the sciences, and to foster scientific research of the highest quality. In pursuing its mission the College is committed to meeting the needs of a diverse student body, and is truly dedicated to the founding principles of Temple University in providing a superior education to the prepared student. The educational mission of the College is pursued through offering a current curriculum that incorporates the fundamental principles as well as the latest discoveries in the major scientific disciplines.

Interdisciplinary degree programs and independent research projects allow the student to explore scientific boundaries. The College offers a general education curriculum that provides the opportunity for non-science majors to be better informed of the complex scientific and ethical issues facing society. The College also strives to improve science and mathematics education in the Philadelphia schools. All of these aspects of the educational mission of the College are achieved through the dedicated efforts of the faculty, who are leading scholars in their field.

The research mission of the College is pursued through a sustained effort to recruit the best and brightest new faculty, to aggressively develop promising research initiatives, and to create a modern science campus with facilities fully supportive of cutting-edge research. The College also strives to support the scholarly pursuits and professional activities of its faculty, who in turn advance their respective disciplines. In doing so, the College provides an outstanding environment for graduate and undergraduate research, with the Departments and Centers as focal points for interdisciplinary research initiatives and graduate degree programs. In pursuing its research mission the College of Science and Technology will be a vital participant in establishing Temple University as a recognized center of excellence in scientific research and development.

Admissions

See Undergraduate Admissions (http://bulletin.temple.edu/undergraduate/about.temple.university/general-admissions-information) for more details.

Financial Aid / Scholarships


Special Programs

Accelerated Bachelor of Arts/Professional Programs

Temple Professional School Programs (within the Lewis Katz School of Medicine at Temple University, Temple University Kornberg School of Dentistry, Temple University School of Podiatry, and Temple University School of Pharmacy) agree to cooperate in providing an accelerated 3 + 4 undergraduate/professional school education leading to both a Bachelor of Arts degree in the College of Science and Technology and a Doctorate degree from the Professional School. The Temple University College of Public Health agrees to cooperate in providing an accelerated 3 + 3 undergraduate/graduate education leading to both a Bachelor of Arts degree in the College of Science and Technology and a Doctorate of Physical Therapy in the College of Public Health.
Students in the College of Science and Technology who are in the joint program above, have been admitted to the professional program at the end of their third year, and have completed 90 semester hours, including all course requirements for the major, College and University, may transfer their first year in professional study toward the completion of the credit requirements for the degree of Bachelor of Arts. Biology and Chemistry majors may also transfer approved courses in their first year of professional study toward the elective courses in their major.

Students in the College of Science and Technology who have been admitted to other health-related professional schools at the end of their third year with a cumulative GPA of at least 3.5 and who have completed 90 semester hours, including all course requirements of the major, College and University, may petition the dean for the transfer of their first year of professional study toward the completion of the credit requirements for the degree of Bachelor of Arts. University residency requirements must also be met.

**Accelerated Bachelor of Science/Professional Programs**

The Temple University School of Pharmacy agrees to provide an accelerated 3 + 4 undergraduate/professional school education leading to both a Bachelor of Science degree in Pharmaceutical Sciences in the College of Science and Technology and a Doctor of Pharmacy degree from the Temple University School of Pharmacy.

Students in the College of Science and Technology who are in the joint program above, have been admitted to the professional program at the end of their third year, and have completed 90 semester hours, including all course requirements for the major, College and University, may transfer their first year in professional study toward the completion of the credit requirements for the degree of Bachelor of Science.

**Accelerated Bachelor/Master in CST Programs**

Many departments in the College of Science and Technology cooperate in providing an accelerated +1 undergraduate/graduate education leading to a Bachelor of Arts or Science degree in the College of Science and Technology as well as a Master of Arts or Science degree from the Graduate School.

**Accelerated Bachelor/Master of Education Programs with Teacher Certification**

Temple’s College of Education cooperates in providing an accelerated +1 undergraduate/graduate education leading to a Bachelor of Arts or Science degree in the College of Science and Technology as well as a Master of Education degree from the College of Education. The Biology, Chemistry, Earth & Environmental Science, Mathematics, and Physics Departments enable talented students to complete both a Bachelor’s degree in one of the above departments and a Master of Education degree typically in a total of five years. After completing the Bachelor’s degree in one of the aforementioned disciplines, students spend an additional year as a graduate student in the College of Education. Students must apply for the accelerated +1 Bachelor’s/Master’s of Education program during their sophomore year. If accepted, they will take both undergraduate major courses as well as Master of Education courses beginning in their junior year. They typically complete their undergraduate major in their fourth year and their Master of Education degree in their fifth year. Students who complete this program earn a Master of Education degree and may apply for a Pennsylvania Instructional I Teaching Certificate after passing all required licensure examinations. See the College of Education (http://bulletin.temple.edu/undergraduate/education) for more details.

**CST Science Scholars Program**

The CST Science Scholars Program (https://cst.temple.edu/academics/science-scholars) offers exceptional and motivated students additional paid research opportunities and academic and professional development. Students must be invited to apply based on their admissions information or performance in their first year of courses.

**CST TUteach Certification for Secondary Education**

Eight Bachelor of Science programs enable students to prepare for secondary education certification while mastering the content of their field. The programs are: Biology with Teaching, Chemistry with Teaching, Earth and Space Science with Teaching, General Science with Teaching, Mathematics with Teaching, Mathematics and Computer Science with Teaching, Mathematics and Technology with Teaching, and Physics with Teaching. See the TUteach Programs (http://bulletin.temple.edu/undergraduate/science-technology/tu-teach-programs) for more details.

**CST Undergraduate Research Program**

The CST Undergraduate Research Program (https://cst.temple.edu/research/undergraduate-research) offers students in the College of Science and Technology an opportunity to work directly with world-class scientists on real-world research. Completing hands-on independent research is critical to the next step in a student’s educational or professional career.

**Study Abroad**

See Education Abroad (http://bulletin.temple.edu/undergraduate/about-temple-university/academic-opportunities/#education-abroad) in the Opportunities section of this Bulletin and Temple University’s Education Abroad and Overseas Campuses web site at http://studyabroad.temple.edu/ for more information about study abroad options.

**University Honors Program**

Students in the College of Science and Technology may apply to the University Honors Program. Honors students are eligible to enroll in CST honors courses, provided that they have satisfied the prerequisites and co-requisites. Honors courses are designated with a nine as the second digit in the four-
digit number, e.g. MATH 1941 is *Honors Calculus I*. See Academic Opportunities: University Honors Program (http://bulletin.temple.edu/undergraduate/about-temple-university/academic-opportunities/#honors) for more information.

**Awards and Achievements**

**Awards & Scholarships**

Rising sophomores, juniors and seniors are often honored for outstanding performance in a variety of academic areas and for exceptional service to the College and the University. The college offers both awards (https://cst.temple.edu/academics/scholarships-and-awards/cst-awards) and scholarships (https://cst.temple.edu/academics/scholarships-and-awards/cst-scholarships).

**Distinction in Major**

Many programs allow exceptional students to receive a Distinction in Major. Please see the *Bulletin* program pages for the specific requirements for any particular major.

**Honor Societies**

Temple University is in partnership with several national honor societies.

- Phi Beta Kappa (http://bulletin.temple.edu/undergraduate/about-temple-university/honor-societies)
- Golden Key (http://bulletin.temple.edu/undergraduate/about-temple-university/honor-societies)
- Alpha Lambda Delta (http://bulletin.temple.edu/undergraduate/about-temple-university/honor-societies)

**Student Associations**

**Majors’ Clubs and Organizations**

Many of the departments within the College of Science and Technology support student interest organizations known as Majors’ Associations or Societies. Each department organization provides an opportunity for students to interact with faculty and other students who share similar interests. It is through these venues that students may influence course offerings, faculty recruitment, and departmental policy.

CST Student Clubs and Organizations (http://cst.temple.edu/students/clubs)

**Pre-Professional Health Clubs and Organizations**

Temple University has many pre-professional health organizations that may interest students in the College of Science and Technology. These organizations allow students to interact with others with similar professional interests and gain more knowledge about admissions requirements and examinations.

Pre-Professional Health Clubs and Organizations (http://cst.temple.edu/students/clubs)

**Contact Information**

For information about the College of Science & Technology, please contact the Center for Academic Advising and Professional Development, 215-204-2890 or at cstadv@temple.edu.

Contact information for academic programs can be found under the listing for each individual program.

**Academic Policies & Regulations**

Please see the Undergraduate Academic Policies (http://bulletin.temple.edu/undergraduate/academic-policies) in this *Bulletin*. Students are responsible for complying with all university-wide academic policies that apply to their individual academic status. Additional and unique policies, or exceptions for the College of Science and Technology (CST), appear below.

**Academic Holds**

**Pre-Pharmacy**

Pre-Pharmacy students who have completed 30 or more credits without declaring a major shall be placed on "academic hold" and directed to see a CST advisor before the priority registration period of the subsequent semester.

**Program Warning**

Students should maintain a 2.00 cumulative GPA in their major or track and make satisfactory progress towards their CST degrees. The Critical Path initiative has prompted the College to identify milestones (http://cst.temple.edu/students/advising-sheets-and-flowcharts) in each major meant to guide students towards degree completion. Outreach efforts will be sent to students who have fallen off track based on their need to repeat courses or who have fallen below a 2.0 GPA within the College. Guidance will be offered to assist these students with making progress towards their degree and
repairing their GPA. Any CST student who does not make satisfactory progress in the CST major or track may be placed on “academic hold” and directed to see a departmental or CST advisor before the priority registration period of the subsequent semester.

Undeclared
Students who have not declared a major who have completed 60 or more credits shall be placed on “academic hold” and directed to see a CST advisor before the priority registration period of the subsequent semester.

Adding or Changing Majors or Minors
See Change of Program below.

Backtracking
Students may not apply toward the degree program credit earned for a lower-level course, if the student has progressed two levels beyond the material being taught. For example, a student who has successfully completed PHYS 1062 Elementary Classical Physics II may not subsequently take PHYS 0847 How Things Work: The Physics of Everyday Life for degree credit. This rule applies to Math and Science courses, language courses, and other sequenced courses. Advanced students should consult with an advisor in the CST’s Center for Academic Advising and Professional Development before taking a lower-level course.

Change of Program (COP)

CST Students
In order to add or change majors or minors within the College of Science and Technology, a CST student must meet with an advisor in the CST's Center for Academic Advising and Professional Development. The advisor will evaluate the student's record in accordance with the following policy:

1. CST students in their first semester at Temple University who wish to add or change majors or minors within the CST will be automatically approved, provided they are taking, have satisfied or placed higher than a GenEd level or higher Mathematics course.
2. Continuing CST students who wish to add or change declared majors or minors within the CST must have a cumulative grade point average (GPA) of 2.00 or higher. Continuing CST students who wish to change their major to undeclared will be automatically approved, provided that the total of completed and registered credits is fewer than 60 credits.
3. CST students can complete a second major in the CST. For more details, please refer to the Second Major section within the Requirements page.

Non-CST Students
To transfer into the College of Science and Technology (CST), a non-CST student must be in accordance with the following policy:

1. Students in their first semester at Temple University who wish to transfer into CST will be automatically approved, provided that they are a. taking or have satisfied Math 1021 or higher with a grade of C (2.00) or better. If they are currently in the course, they need to have earned an "S" midterm progress rating.
   b. taking or have satisfied a GenEd level CST Science course or higher with a grade of C- (1.67) or better. If they are currently in the course, they need to have earned an "S" midterm progress rating.
2. Continuing students who wish to transfer into CST must a. have a cumulative grade point average (GPA) of 2.00 or higher,
   b. have completed Math 1021 or higher with a grade of C (2.00) or better,
   c. be taking or have satisfied a GenEd or higher level CST Science course (or additional GenEd or higher level Mathematics) course with a grade of C (2.00) or better. If they are currently in the course, they need to have earned an "S" midterm progress rating.

Please see Changing your Major or Minor (http://cst.temple.edu/students/changing-your-major-or-minor) for further information.

Co-requisites and Prerequisites
Students may be de-enrolled from courses for which they do not meet prerequisites and co-requisites. (Please see the Prerequisites and Co-requisites (http://bulletin.temple.edu/undergraduate/academic-policies/prerequisites-corequisites) policy for more information.) Students are responsible for reviewing and abiding by all course prerequisites and co-requisites in the Course Catalog (http://www.temple.edu/apply/common/catcheck.asp). The requirements are designed to assure that students are appropriately prepared to be successful in their courses. Prerequisites provide an efficient manner for students to register for the next course in a sequence for which they are prepared. Please see the CST prerequisite (https://cst.temple.edu/students/registration/banner) page for additional information.

Course Eligibility
The College of Science and Technology offers four types of undergraduate courses as well as graduate courses:

1. Preparatory courses numbered 0700-0799: open to all students, including non-degree seeking students who have completed appropriate course prerequisites and have completed or are in the process of completing required co-requisite courses. If required, students must complete these courses before enrolling in any higher level courses in the same department.
2. General Education courses numbered 0800-0999: open to all students, including non-degree seeking students who have completed appropriate course prerequisites and have completed or are in the process of completing required co-requisite courses. These courses satisfy University General Education requirements as indicated in the course description.

3. Lower-Level courses numbered 1000-1999: open to all students, including non-degree seeking students who have completed appropriate course prerequisites and have completed or are in the process of completing required co-requisite courses. These are general foundation level courses in the various disciplines.

4. Upper-Level courses numbered 2000-4999: open to all students, including non-degree seeking students who have completed appropriate course prerequisites and have completed or are in the process of completing required co-requisite courses. These courses build on the foundation courses (and on other upper-level courses) to provide a focused exploration of field-specific content.

5. Graduate-Level courses numbered 5000-9999: undergraduate students are generally prohibited from taking Graduate-Level courses. In rare circumstances, special permission may be granted for undergraduate students to take graduate courses. Graduate-Level courses in the 5000s require permission of the Undergraduate Faculty advisor for the student's undergraduate major, the Graduate Chair of the department housing the course, and the College of Science and Technology's Center for Academic Advising and Professional Development. Graduate-Level courses in the 8000s require permission from those listed above as well as the Vice Provost for Undergraduate Studies and the Vice Provost for Graduate Studies.

Courses Inapplicable to Graduation
Semester hours earned in lower-level military science (ROTC) courses are not credited toward the minimum semester hours required for graduation.

Students will not be awarded duplicate credit for courses that are repeated in transfer or at Temple.

Students will not receive credit towards graduation for lower-level courses, which are two or more courses below either an already-completed course or their placement level. For example, if a student successfully completes MATH 1041 Calculus I, then they are not permitted to subsequently take MATH 1021 College Algebra for new credits.

A maximum of 8 semester hours of credit will be allowed by CST for life experience and CLEP examinations. A maximum of 4 courses or up to 12 semester hours will be allowed for upper-level Military Science (Army ROTC), Naval Science (Navy ROTC) or Aerospace Studies (Air Force ROTC) courses. A maximum of 12 total semester hours will be allowed for a combination of CLEP, Life Experience, and upper-level Military Science.

Courses Over Five Years Old
In admitting transfer or returning students, the College of Science and Technology will, when possible, allow credit for courses taken five or more years prior to the date of admission or re-enrollment. The College of Science and Technology may choose not to accept courses regardless of age for credit in the major. Foundation courses, courses of a technical nature or courses in a particularly dynamic field may not be accepted for credit.

Courses over five years old will be reviewed by the College to determine whether they will be accepted toward the degree. Final determination of the acceptability of such courses is the responsibility of the Center for Academic Advising and Professional Development and generally occurs after the student has matriculated or been rematriculated.

Dean's List
Each fall and spring semester, those undergraduates who have met the credit hour and academic criteria for their school or college are placed on the Dean's List. See the Dean's List (http://bulletin.temple.edu/undergraduate/academic-policies/deans-list) policy for specific GPA and credit-hour requirements.

Fly in 4
Fly in 4 is a partnership between incoming freshmen and the university, potentially saving them thousands of dollars in debt. For more information on this program, see fly.temple.edu.

Grading
Major, Minor, and GenEd courses must be completed with a letter grade of C- or higher unless otherwise specified. Certain courses require a higher minimum grade in order to advance to the next level.

Graduation Procedures
All College of Science and Technology students are required to complete a graduation review with an advisor in the Center for Academic Advising and Professional Development prior to the start of their senior year. The graduation review involves a detailing of the courses and credits completed and those that remain to be completed for graduation. Students are expected to be active participants in the review and have equal responsibility for assuring the accuracy and completeness of the review.

Students must apply for graduation online via Self-Service Banner (SSB) early in the semester in which they will complete their degree requirements. For application deadlines, see the University's Undergraduate Graduation Procedures (http://bulletin.temple.edu/undergraduate/academic-policies/graduation-procedures).
Life Experience Credits
Students are required to write what proficiencies are developed by their life experience and designate courses similar to their background. The experience will be reviewed by the appropriate faculty. Students need a 2.5 minimum cumulative GPA in order to apply. A maximum of 12 semester hours is allowed for the combined category of life experience, upper-level military science (ROTC) courses, and CLEP/DSST examinations.

Non-Traditional Credits
A maximum of 12 semester hours of credit will be allowed by CST for life experience, upper-level military science (ROTC) courses, and CLEP/DSST examinations.

Overload Requests
Students in the College of Science and Technology must petition through the Center for Academic Advising and Professional Development for approval of an overload when they request to take more than 18 credits in either the fall or spring semesters or more than 8 credits in either summer session. The following items are considered when reviewing an overload petition:

- Minimum 2.75 GPA overall and in the last semester of graded coursework.
- The number of credits completed in previous semesters.
- The number of science and math courses taken previously in each semester.
- The amount of credits requested.
- The type of courses requested. The office focuses particularly on the number of science and math courses in the student’s proposed roster.

Each petition will be reviewed individually based on the number of credits requested.

Permission to Complete a Course(s) at Another Institution After Matriculation
Students in the College of Science and Technology who wish to take courses at another institution after matriculation must petition the Center for Academic Advising and Professional Development for approval prior to enrolling in such a course. Petition forms are available at www.temple.edu/vpus/forms/index.htm. Students should first discuss their academic plans with their advisor. If the course(s) equivalency is not listed in the Transfer Equivalency Tool (http://admissions.temple.edu/transfer-equivalency-tool), the student is responsible for obtaining any needed course descriptions from the other institution and attaching it to the petition form. The student takes the petition to the corresponding Temple department for faculty review and then submits the petition to the Center for Academic Advising and Professional Development for final approval.

Courses taken without prior approval will not be transferrable toward the Temple degree. In addition, students must have completed the prerequisites and have completed or be completing any listed co-requisites of both the Temple equivalent course and course at the host institution.

Please see the University policy on Permission to Complete a Course at Another Institution after Matriculation (http://bulletin.temple.edu/undergraduate/academic-policies/permission-complete-course-institution-matriculation) for more information.

Placement Assessment
The results of placement assessments determine the best place for students to start in their English and mathematics courses. Please see Placement Assessment (http://bulletin.temple.edu/undergraduate/about-temple-university/general-admissions-information/freshmen/#placement) for additional information. Both prior to completing the Placement Assessments and after to better be ready for fall classes, CST students should review their English and mathematics work, and are particularly encouraged to use ALEKS (http://www.temple.edu/class/support-for-students/online-math-refreshers.asp) as a refresher.

All CST transfer students are required to complete the math placement assessment, regardless of transfer credits. For students who have already completed their program’s mathematics requirement or the prerequisite requirement through transfer credits, the test will be used as a diagnostic tool. The assessment results will be informational only and will not restrict or dictate course selection nor negate the transferability of credits. The results of the placement assessment should be discussed with an academic advisor at the time of the initial registration. The advisor may suggest certain “bridge courses” that will assist students in preparing for more advanced coursework. Bridge courses build on content from courses for which a student has received transfer credit, allowing the student to keep the credits, and support the student’s preparation for the next course in the sequence.

If students are unsuccessful in courses beyond their placement results, they may be asked to repeat the prerequisite course at Temple regardless of transfer credits.

Transfer students who have not completed ENG 0802 are also required to take the English placement test. Students assigned to ENG 0701 or ENG 0711 must register each semester for that course until the requirement is completed. Only upon successful completion of ENG 0701 or ENG 0711 can such students enroll in ENG 0802 or ENG 0812.
Plagiarism and Academic Cheating

Plagiarism and academic cheating are prohibited by Temple University. The development of independent thought and a respect for the thoughts of others is essential to intellectual growth. The prohibition of plagiarism and cheating is intended to foster this independence and respect. See the policy on Academic Honesty (http://bulletin.temple.edu/undergraduate/about.temple-university/student-responsibilities/#academichonesty) in this Bulletin.

The penalty for plagiarism or cheating as a first offense is normally an F in the work or F in the course in which the offense is committed. In all cases, the instructor completes the Settlement of a Charge of Academic Dishonesty form. The student has the option to sign the Settlement form or dispute the charge. The form is sent to the Center for Academic Advising and Professional Development. The Office of Student Conduct and Community Standards generally adjudicates all disputed cases and student appeals.

Pre-Pharmacy Track Students

Pre-Pharmacy track students must declare a primary major upon completion of 30 credits. Students who have completed 30 credits without declaring a primary major will have an academic hold placed on their record that will prevent them from registering. Students must meet with an advisor to declare a major in order to have the hold removed. All Pre-Pharmacy students should identify a “parallel” program of study in addition to indicating their intent to pursue Pharmacy School admission.

Prerequisites and Co-Requisites

Students may be de-enrolled from courses for which they do not meet prerequisites and co-requisites. (Please see the Prerequisites and Co-requisites (http://bulletin.temple.edu/undergraduate/academic-policies/prerequisites-corequisites) policy for more information.) Students are responsible for reviewing and abiding by all course prerequisites and co-requisites in the Course Catalog (http://www.temple.edu/apply/common/catcheck.asp). The requirements are designed to assure that students are appropriately prepared to be successful in their courses. Prerequisites provide an efficient manner for students to register for the next course in a sequence for which they are prepared. Please see the CST prerequisite (https://cst.temple.edu/students/registration/banner) page for additional information.

Program Performance

Students should maintain a 2.00 cumulative GPA in their major or track and make satisfactory progress towards their CST degrees. The Critical Path initiative has prompted the College to identify milestones (http://cst.temple.edu/students/advising-sheets-and-flowcharts) in each major meant to guide students towards degree completion. Outreach efforts will be sent to students who have fallen off track based on their need to repeat courses or who have fallen below a 2.0 GPA within the College. Guidance will be offered to assist these students with making progress towards their degree and repairing their GPA. Any CST student who does not make satisfactory progress in the CST major or track may be placed on “academic hold” and directed to see a departmental or CST advisor before the priority registration period of the subsequent semester.

Re-enrollment to the College of Science and Technology

College of Science and Technology students who have not enrolled for one or more semesters and are not on an approved Leave of Absence (http://bulletin.temple.edu/undergraduate/academic-policies/leave-absence) must submit a Request to Re-Enroll (http://www.temple.edu/pups/documents/request_to_reenroll.pdf). Any existing holds must be cleared prior to re-enrollment and official transcripts provided for any college-level courses completed after leaving Temple University. Students who have been away for less than two semesters are subject to university policies and restrictions governing taking courses at another institution and must receive permission prior to enrollment in such courses. In addition, courses over five years old will be reviewed by the College to determine whether they will be accepted toward the degree. Final determination of the acceptability of such courses is the responsibility of the Center for Academic Advising and Professional Development and generally occurs after the student has been rematriculated.

The deadline for application to re-enroll for the fall semester is August 1; the deadline to re-enroll for the spring semester is December 1, and the deadline for summer semester I and II is April 1. Also see the policy on Academic Standing (http://policies.temple.edu/getdoc.asp?policy_no=02.10.11).

Students are required to follow the most current curriculum or choose another current curriculum, upon return. This applies to any student who has not registered for a single fall or spring semester. This can have significant impacts on degree progress and students are encouraged to discuss any planned absences with an advisor.

Full-time degree-seeking students have the option of pursuing a Leave of Absence for a period of no more than 2 semesters by submitting the Leave of Absence application. To access the Leave of Absence application, students can sign in to the TUPortal and under TUApplications, select Enrollment Services, and then select Services. Select Leave of Absence from the Services menu and complete the necessary information. Please refer to the Leave of Absence Policy (http://policies.temple.edu/getdoc.asp?policy_no=02.10.16) for more information.

Repeating a Course

Students may attempt a course two times without restriction. Students in the College of Science & Technology should meet with an advisor prior to attempting a course for the second time to discuss changes to make prior to and during the next registration of the course. A third attempt of any course is not guaranteed and requires permission of the Center for Academic Advising and Professional Development. Approvals for a third attempt frequently require remediation, including additional coursework, and/or academic/personal planning. Petitions must be submitted with sufficient time for remediation. Please refer to the University policy on Repeating a Course (http://bulletin.temple.edu/undergraduate/academic-policies/repeating-course) for further information.
Undeclared Majors

After completing 30 credits, undeclared majors in the College of Science and Technology will be notified that they need to select a major. Students who have completed 60 credits without declaring a major will have a hold placed on their record that will prevent them from registering. Students must meet with an advisor to declare a major in order to have the hold removed.

Warning, Probation and Dismissal

All University policies on warning, probation and dismissal are enforced with this addition: CST students who are put on Academic Warning or Probation should see an academic advisor to review their proposed schedule of courses. See the University’s policy on Academic Standing (http://policies.temple.edu/getdoc.asp?policy_no=02.10.11) for more details.

General College Graduation Requirements

The College of Science and Technology offers two undergraduate degrees: a Bachelor of Arts (B.A.) and a Bachelor of Science (B.S.). The B.A. degree gives students a broad-based education, including the study of a foreign language. The B.S. degree is for those students who wish for more specialized training in their chosen disciplines.

General Education

All students are required to complete the General Education (GenEd (http://bulletin.temple.edu/undergraduate/general-education)) requirements.

Credit Hour Requirements

The College of Science and Technology requires that students complete a total of 123 credits for most programs. The TUteach programs (Biology with Teaching, Chemistry with Teaching, Earth & Space Science with Teaching, General Science with Teaching, Mathematics with Teaching, Mathematics and Computer Science with Teaching, Mathematics and Technology with Teaching, and Physics with Teaching) require students to complete a total of 124 credits. Of those totals, 90 credits must be in the College of Science and Technology or the College of Liberal Arts (CLA). A course shall count as a College of Science and Technology or College of Liberal Arts course if it is offered by a department or program in either of the respective colleges, or if it is in the department of Art History, or if it is taken to satisfy a major or minor requirement in the College of Science and Technology. Of those 90 credits, 45 must be in upper-level courses. Upper-level courses consist of course numbers at the 2000 level or above. Students receiving a Bachelor of Arts (as opposed to Bachelor of Science) degree must take at least two courses numbered 2000 or above in the College of Liberal Arts. Certain courses fulfill multiple requirements. In careful consultation with your advisor, you will be able to optimize curriculum choices. The total number of hours required for the degree may vary based on initial placement exams, transfer evaluations, individual curriculum choices, and academic programs.

Courses Inapplicable to Graduation

Semester hours earned in MATH 0701, MATH 0702, and lower-level military science (ROTC) courses are not credited toward the minimum semester hours required for graduation.

Students will not be awarded duplicate credit for courses that are repeated in transfer or at Temple.

Students will not receive credit towards graduation for lower-level courses, which are two or more courses below either an already-completed course or their placement level. For example, if a student successfully completes MATH 1041 Calculus I, then they are not permitted to subsequently take MATH 1021 College Algebra for new credits.

A maximum of 8 semester hours of credit will be allowed by CST for life experience and CLEP examinations. A maximum of 4 courses or up to 12 semester hours will be allowed for upper-level Military Science (Army ROTC), Naval Science (Navy ROTC) or Aerospace Studies (Air Force ROTC) courses. A maximum of 12 total semester hours will be allowed for a combination of CLEP, Life Experience and upper-level Military Science (Army ROTC), Naval Science (Navy ROTC) or Aerospace Studies (Air Force ROTC) courses.

Grade Point Average (GPA) Requirement

The College of Science and Technology requires that students have a GPA of at least 2.00 overall and at least 2.00 in the courses applicable to their major and/or minor GPA.

Residency Requirements

Students must satisfy general Temple University residency requirements (http://bulletin.temple.edu/undergraduate/academic-policies/academic-residency-requirements). In addition, half of the courses required in the department of the major must be taken at Temple. Please refer to degree programs for the specific number of major, minor, or certificate courses required.

Bachelor of Science Requirements

Major

Students must also complete the requirements of a departmental major. The minimum acceptable grade in a course taken to fulfill major requirements is a C- unless otherwise specified. Bachelor of Science majors are offered in the following programs:
• Applied Mathematics
• Biochemistry
• Biology
• Biology with Teaching
• Biophysics
• Chemistry
• Chemistry with Teaching
• Computer Science
• Computer Science and Physics
• Data Science with Concentration in Computational Analytics
• Data Science with Concentration in Computation and Modeling
• Data Science with Concentration in Genomics and Bioinformatics
• Earth and Space Science with Teaching
• Environmental Science
• General Science with Teaching
• Geology
• Information Science and Technology
• Mathematics
• Mathematics and Computer Science
• Mathematics and Physics
• Mathematics with Teaching
• Mathematics and Computer Science with Teaching
• Mathematics and Technology with Teaching
• Neuroscience - Cellular & Molecular
• Pharmaceutical Sciences
• Physics
• Physics with Teaching

Bachelor of Arts Requirements

Language Requirement
In addition to the University General Education requirement, Bachelor of Arts candidates must complete a second language requirement. B.A. degree candidates are required to successfully complete the second semester (typically courses numbered 1002) of a second language or demonstrate proficiency in a second language. Languages include: American Sign Language, Arabic, Chinese, French, German, Greek, Hebrew, Hindi, Italian, Japanese, Korean, Latin, Portuguese, Russian, Spanish, and Vietnamese.

Upper-level Distribution Requirements
Bachelor of Arts students must complete upper-level distribution requirements by taking two upper-level courses in one or more departments of the College of Liberal Arts or the department of Art History. Upper-level courses consist of course numbers at the 2000 level or above.

Students who have second majors, one of which is in the College of Liberal Arts or Art History, automatically satisfy the distribution requirement.

Major
Bachelor of Arts candidates must complete the requirements of a major. It is important to note that students enter the College of Science and Technology as Bachelor of Science majors. If students wish to change their degree choice to Bachelor of Arts, they must complete a declaration of major form in the Center for Academic Advising and Professional Development with an advisor. The minimum acceptable grade in a course taken to fulfill major requirements is a C- unless otherwise specified. B.A. majors are offered in the following programs:

• Biology
• Chemistry
• Computer Science
• Geology
• Information Science and Technology
• Mathematics
• Mathematical Economics (MATH/ECON)
• Natural Sciences
Specific Program Requirements

Listed under each degree program are the courses students must successfully complete to earn that particular B.A. or B.S. degree.

OPTIONAL Minors, Certificates, and Second Majors

Minors

Students may also choose to complete the requirements for a minor. The minimum acceptable grade in a course taken to fulfill minor requirements is a C- unless otherwise specified. At least three of the courses credited towards the minor must be courses that were not credited towards the major or certificate. If the primary major is not within CST, the student should follow the policies of the home college regarding distinct courses. Minors are available in the following programs:

- Biology
- Chemistry
- Computer Science
- Data Science: Computational Analytics
- Digital Media Technologies (CIS/MSP)
- Geology
- Information Science and Technology
- Mathematics
- Physics

Certificates

Students may also choose to complete the requirements for a certificate. The minimum acceptable grade in a course taken to fulfill certificate requirements is a C- unless otherwise specified. At least two of the courses credited towards the certificate must be courses that were not credited towards the major or minor. If the primary major is not within CST, the student should follow the policies of the home college regarding distinct courses. Certificates are available in the following programs:

- Computer Security & Digital Forensics
- Data Science: Computational Analytics
- Environmental Professional Training
- Fundamentals of Programming
- Genome Medicine

Second Major

Students may complete a second major by fulfilling all requirements for the primary and second majors, including at least four distinct courses in the primary major and four distinct courses in the second major. General Education requirements must be satisfied in accordance with the requirements of the primary major. In instances of a double major, only one degree will be conferred.

Academic Advising

The Center for Academic Advising and Professional Development
First Floor of the Paley Library
Suite 150
215-204-2890
http://cst.temple.edu/
cstadv@temple.edu

The College of Science and Technology's Center for Academic Advising and Professional Development utilizes best practices to facilitate undergraduate student development and academic growth while guiding students from pre-admission to degree completion. By establishing a support network of connections with faculty, campus resources and the Temple University community, our academic advisors encourage positive and independent thinking, provide professional planning, promote resource utilization and foster quality academic strategies for the students we serve. Through teamwork, collaboration and open lines of communication, we empower our students to take ownership of their decisions, choices, and goals relating to academic, personal, and professional aspirations.

Professional advisors (http://cst.temple.edu/students/advising-and-student-services/academic-advisors) help students plan courses, explore majors, research career opportunities, and understand Temple’s resources. CST utilizes caseload advising so students develop a connection with their advisor. Each CST major has Faculty advisors (http://cst.temple.edu/students/advising-and-student-services/faculty-advisors). Faculty advisors use
their knowledge of departmental curriculum to help students choose courses consistent with their specific career objectives. Each faculty advisor is knowledgeable within their field and can help with questions involving research and real work experience within each field. The Student Professional Development (http://cst.temple.edu/academics/student-professional-development) office prepares students for academic and professional careers through a variety of workshops, prep sessions, networking events, and job fairs. The office facilitates students' participation in hands-on independent research and internships, critical steps in many students' educational or professional careers.

Specialized Services

- **New Student Orientation:** Group advising and registration appointments for all newly-admitted first-semester freshmen and transfer students.
- **Advising and Registration Services:** Students should meet regularly with professional advisors during their academic career to discuss their academic progress, develop educational and career goals, discover academic success strategies and check on their remaining graduation requirements. The walk-in advising and advising-by-appointment schedule is available at http://cst.temple.edu/students/advising-and-student-services. Both in-person and virtual appointments are available. Registration with an advisor is required for students with a cumulative, last semester attended or major/track GPA below 2.0 and for any students registering for more than 18 credits. Newly-admitted or readmitted students are also required to meet with an advisor for registration. Fly in 4 (http://fly.temple.edu) students must meet additional requirements.
- **Petition Processing:** The Director and Assistant Directors of the Center for Academic Advising and Professional Development review petitions on a rolling basis. Typical petition requests include those for a third registration for the same course, for an overload of credits, to complete a course at another institution after matriculation, for a withdrawal with an approved excuse, and for Exceptions to Policy.
- **Progress Report:** At 60 credits, students may schedule a progress report with their academic advisor to lay out a semester plan for completing the remaining requirements before graduation.
- **Graduation Review:** All College of Science and Technology students are required to complete a graduation review with an advisor in the Center for Academic Advising and Professional Development prior to the start of their senior year. The advisor will explain the remaining course and credit requirements needed to graduate. Students are expected to be active participants in the review and have equal responsibility for assuring the accuracy and completeness of the review. Fly in 4 (http://fly.temple.edu) students must meet additional requirements.

Departmental Advising

After their New Student Orientation advising and registration session, students' major departments will have access to their academic credentials for subsequent advising by faculty advisors. Faculty advising is very important in developing ties between a student's academic program and his or her professional goals. Faculty advisors may assist students in finding research opportunities and professional internships and will help students choose courses that will best prepare them for their field of interest within a particular discipline. A list of Faculty Advisors (http://cst.temple.edu/students/advising-and-student-services/faculty-advisors) may be found on the CST web site.

Academic Advising and Student Responsibility

All academic advisors are trained to read and evaluate information carefully to give students the best possible advice. However, primary responsibility for curriculum completion rests with the student. Every student must be aware of the requirements of his or her degree and should collaborate with an advisor regularly to ensure timely completion of his or her program.

Student Advisors/Ombudspersons

Each department in the College of Science and Technology has a Student Advisor/Ombudsperson (SA/O) who is a qualified undergraduate student in that department. The SA/O is thoroughly familiar with requirements and curricula of the department and can competently advise fellow students on the courses and faculty members of the department. He or she also has information about career options for the department's graduates. The SA/O also coordinates the student grievance procedure. A list of Student Advisors/Ombudspersons (http://cst.temple.edu/advising-and-student-services/student-ambassadors) is available on the CST web site. Each SA/O has an office in his or her department, and the SA/O program coordinator is located in the Center for Academic Advising and Professional Development.

Student Grievance Procedure

The SA/O is familiar with the College of Science and Technology Grievance Procedure and is the first person to consult in case of an academic grievance. The SA/O will serve as a student-faculty liaison and attempt to resolve the grievance through mediation. The College of Science and Technology grievance procedure (http://cst.temple.edu/advising-and-student-services/student-grievance-procedure) is available on the CST web site. A list of Student Advisors/Ombudspersons (http://cst.temple.edu/advising-and-student-services/student-ambassadors) is available on the CST web site.

Continuing Student Registration

Continuing student registration is the period that starts in the fall and spring semesters when currently-enrolled students should register. Students are encouraged to register during the priority registration period (http://www.temple.edu/registrar/students/registration/info.asp). Continuing students who register after priority registration may have a limited course selection. Degree Audit Reports (DARS) provide a compact summary of a student's progress toward a degree, including a list of requirements yet to be completed. Eligible students obtain their DARS documents via TUportal.

Prior to processing their registrations, freshmen are strongly recommended to meet with advisors to review their DARS documents and discuss course selections for the upcoming semester. New transfer students and continuing students in good academic standing are encouraged to meet with their
departmental advisors before processing their schedules via Self-Service Banner. Students ineligible to use Self-Service Banner are required to meet with an advisor. Fly in 4 (http://fly.temple.edu) students must meet additional requirements.

Pre-Professional Advising

The College of Science and Technology works in conjunction with the Office of Pre-Professional Health Studies (http://www.temple.edu/healthadvising) to advise students interested in professional schools. Knowledge gained in the College of Science and Technology curricula provides the foundation needed in preparing for Professional Health School entrance exams. Many of the courses required by professional programs such as dentistry, medicine, pharmacy, and veterinary medicine are incorporated into College of Science and Technology curricula. This approach allows our students to fulfill degree requirements, while at the same time meeting admissions criteria for professional and graduate programs. Students interested in professional health programs should contact the Office of Pre-Professional Health Studies early in their academic career for detailed advising.

CST offers a variety of ways in which students can pursue health professional programs.

- Students may complete a bachelor’s degree and apply to health professional programs.
- Students may apply to the 3+4 and 3+3 accelerated programs (http://bulletin.temple.edu/undergraduate/science-technology/accelerated-programs) linked to particular Temple health professional programs by which they may complete both their bachelor and professional degree.
- Students may apply to the direct admit 3+4 Pharmaceutical Sciences (http://bulletin.temple.edu/undergraduate/science-technology/accelerated-programs/pharmaceutical-sciences-bs) & Temple University School of Pharmacy (https://pharmacy.temple.edu) by which students would complete a Bachelor of Science in Pharmaceutical Sciences (BS-PS) and a Doctor of Pharmacy (PharmD).
- Students who have completed prerequisite courses may apply to the Temple University School of Pharmacy (https://pharmacy.temple.edu) without completing their Undergraduate degree requirements such that students would only complete a Doctor of Pharmacy (PharmD).
- Students who have completed prerequisite courses may apply to the Temple University School of Podiatric Medicine (http://podiatry.temple.edu) without completing their Undergraduate degree requirements such that students would only complete a Doctor of Podiatric Medicine (DPM).

Faculty

Please go to the College of Science & Technology web site at cst.temple.edu and click on the individual department at the bottom of the page for a list of faculty in each department. See also https://directory.temple.edu/.

Abraham Abebe, Assistant Professor (Teaching/Instructional), Department of Mathematics, College of Science and Technology; Ph.D., University of North Carolina at Greensboro.

Ergin H. Ahmed, Assistant Professor (Research), Department of Physics, College of Science and Technology; Ph.D., Temple University.

Robert M. Aiken, Professor Emeritus, Department of Computer and Information Sciences, College of Science and Technology; Ph.D., Northwestern University.

Ola Ajaj, Assistant Professor (Teaching/Instructional), Department of Computer and Information Sciences, College of Science and Technology; Ph.D., Florida Atlantic University.

Shohreh Amini, Professor, Department of Biology, College of Science and Technology; Ph.D., University of Pennsylvania.

Edwin J. Anderson, Professor Emeritus, Department of Earth and Environmental Science, College of Science and Technology; Ph.D., Brown University.

Rodrigo B. Andrade, Associate Professor, Department of Chemistry, College of Science and Technology; Ph.D., Massachusetts Institute of Technology.

Eleni Anni, Associate Professor (Research), Department of Biology, College of Science and Technology; Ph.D., University of Patras.

Alla Arzumanyan, Assistant Professor (Research), Department of Biology, College of Science and Technology; Ph.D., Yerevan State University.

Leonard B. Auerbach, Professor Emeritus, Department of Physics, College of Science and Technology; Ph.D., University of California Berkeley.

Jessica Babcock, Instructor (Teaching/Instructional), Department of Mathematics, College of Science and Technology; M.Ed., Temple University.

Darius Balciantas, Associate Professor, Department of Biology, College of Science and Technology; Ph.D., Uppsala University.

Michael Joseph Balsai, Assistant Professor (Teaching/Instructional), Department of Biology, College of Science and Technology; Ph.D., University of Pennsylvania.

Giora Baram, Associate Professor Emeritus, Department of Computer and Information Sciences, College of Science and Technology; Ph.D., University of Toledo.

Ershaad Basheer, Assistant Professor (Research), Department of Mathematics, College of Science and Technology; M.S., Jawaharlal Nehru Centre for Advanced Scientific Research.
Suman Batish, Assistant Professor (Teaching/Instructional), Department of Biology, College of Science and Technology; Ph.D., University of Cambridge.

Mary A. Beasten, Instructor (Teaching/Instructional), Department of Chemistry, College of Science and Technology; M.A., Temple University.

Jocelyn Behm, Assistant Professor, Department of Biology, College of Science and Technology; Ph.D., University of Wisconsin-Madison.

Richard Beigel, Professor, Department of Computer and Information Sciences, College of Science and Technology; Ph.D., Stanford University.

Gianfranco Bellipanni, Assistant Professor (Teaching/Instructional), Department of Biology, College of Science and Technology; Ph.D., University of Palermo.

Shiferaw S. Berhanu, Professor, Department of Mathematics, College of Science and Technology; Ph.D., Rutgers University.

Dorothy B. Berner, Professor Emeritus, Department of Biology, College of Science and Technology; Ph.D., University of Pennsylvania.

Md Zakirul Alam Bhuiyan, Assistant Professor (Research), Department of Computer and Information Sciences, College of Science and Technology; Ph.D., Central South University, China.

Christopher J. Biehl, Instructor (Teaching/Instructional), Department of Computer and Information Sciences, College of Science and Technology; M.B.A., Temple University.

James L. Bloomer, Associate Professor Emeritus, Department of Chemistry, College of Science and Technology; Ph.D., University of London.

James D. Bloxton, Assistant Professor (Teaching/Instructional), Department of Chemistry, College of Science and Technology; Ph.D., Temple University.

Silvia Boffo, Assistant Professor (Research), Department of Biology, College of Science and Technology; M.S., University of Trieste.

Vassil Boiadjiev, Assistant Professor (Teaching/Instructional), Department of Chemistry, College of Science and Technology; Ph.D., University of Wisconsin-Milwaukee.

Eric U. Borguet, Professor, Department of Chemistry, College of Science and Technology; Ph.D., University of Pennsylvania.

Elena Borovitskaya, Associate Professor (Teaching/Instructional), Department of Physics, College of Science and Technology; Ph.D., Institute of Applied Physics, Nizhni Novgorod, Russia.

Angela L. Bricker, Assistant Professor (Teaching/Instructional), Department of Biology, College of Science and Technology; Ph.D., University of Cambridge.

William S. Brinigar, Professor Emeritus, Department of Chemistry, College of Science and Technology; Ph.D., University of Kansas.

Theodore W. Burkhardt, Professor, Department of Physics, College of Science and Technology; Ph.D., Stanford University.

Ilya V. Buynevich, Associate Professor, Department of Earth and Environmental Science, College of Science and Technology; Ph.D., Boston University.

Jeffrey Campbell, Assistant Professor (Teaching/Instructional), Department of Chemistry, College of Science and Technology; Ph.D., University of California Berkeley.

Vincenzo Carnevale, Assistant Professor (Research), Department of Biology, College of Science and Technology; Ph.D., International School for Advanced Studies, Trieste.

Frank N. Chang, Professor, Department of Biology, College of Science and Technology; Ph.D., University of Wisconsin.

Farzana Chaudhry, Assistant Professor (Teaching/Instructional), Department of Mathematics, College of Science and Technology; Ph.D., Oxford University.

Orin N. Chein, Professor Emeritus, Department of Mathematics, College of Science and Technology; Ph.D., New York University.

Steven M. Chemtob, Assistant Professor, Department of Earth and Environmental Science, College of Science and Technology; Ph.D., California Institute of Technology.

Je-Wei Chen, Assistant Professor (Teaching/Instructional), Department of Mathematics, College of Science and Technology; Ph.D., State University of New York Stony Brook.

Ke Chen, Associate Professor (Research), Department of Physics, College of Science and Technology; Ph.D., Chinese Academy of Sciences.

Paul Christner, Associate Professor (Teaching/Instructional), Department of Biology, College of Science and Technology; Ph.D., University of Pennsylvania.
Francis T. Christoph Jr., Associate Professor Emeritus, Department of Mathematics, College of Science and Technology; Ph.D., Rutgers University.

Bruce P. Conrad, Associate Professor Emeritus, Department of Mathematics, College of Science and Technology; Ph.D., University of California Berkeley.

Martha Constantinou, Assistant Professor, Department of Physics, College of Science and Technology; Ph.D., University of Cyprus.

Erik Cordes, Associate Professor, Department of Biology, College of Science and Technology; Ph.D., The Pennsylvania State University.

Raymond F. Coughlin, Associate Professor, Department of Mathematics, College of Science and Technology; Ph.D., Illinois Institute of Technology.

Edward T. Crotty, Assistant Professor (Teaching/Instructional), Department of Computer and Information Sciences, College of Science and Technology; Ph.D., University of Pennsylvania.

Shumo Cui, Assistant Professor (Research), Department of Mathematics, College of Science and Technology; Ph.D., Tulane University.

Hai-Lung Dai, Professor, Department of Chemistry, College of Science and Technology; Ph.D., University of California Berkeley.

David R. Dalton, Professor, Department of Chemistry, College of Science and Technology; Ph.D., University of California Los Angeles.

Boris A. Datskovsky, Professor, Department of Mathematics, College of Science and Technology; Ph.D., Harvard University.

Alexandra Krull Davatzes, Associate Professor, Department of Earth and Environmental Science, College of Science and Technology; Ph.D., Stanford University.

Nicholas Davatzes, Associate Professor, Department of Earth and Environmental Science, College of Science and Technology; Ph.D., Stanford University.

Bruce A. Davidson, Professor (Research), Department of Physics, College of Science and Technology; Ph.D., University of Wisconsin-Madison.

Franklin A. Davis, Professor, Department of Chemistry, College of Science and Technology; Ph.D., Syracuse University.

Timothy S. Davis, Instructor (Teaching/Instructional), Department of Earth and Environmental Science, College of Science and Technology; M.S., Temple University.

Nanjie Deng, Associate Professor (Research), Department of Chemistry, College of Science and Technology; Ph.D., Hyderabad University.

Louis F. Devicaris, Instructor (Teaching/Instructional), Department of Chemistry, College of Science and Technology; M.S., Villanova University.

Graham Dobereiner, Assistant Professor, Department of Chemistry, College of Science and Technology; Ph.D., Yale University.

Vasily Dolgushev, Associate Professor, Department of Mathematics, College of Science and Technology; Ph.D., Massachusetts Institute of Technology.

Marilena Downing, Instructor (Teaching/Instructional), Department of Mathematics, College of Science and Technology; M.A., Temple University.

Eduard Dragut, Assistant Professor, Department of Computer and Information Sciences, College of Science and Technology; Ph.D., University of Illinois at Chicago.

Xiaojiang Du, Associate Professor, Department of Computer and Information Sciences, College of Science and Technology; Ph.D., University of Maryland College Park.

Leroy W. Dubec, Professor Emeritus, Department of Physics, College of Science and Technology; Ph.D., Rutgers University.

Zbigniew Dziembowski, Associate Professor, Department of Physics, College of Science and Technology; Ph.D., Warsaw University.

Nina Edelman, Assistant Professor (Teaching/Instructional), Department of Mathematics, College of Science and Technology; M.A., University of Pennsylvania.

Jennifer Emtage, Assistant Professor (Teaching/Instructional), Department of Biology, College of Science and Technology; Ph.D., Johns Hopkins University.

Ivan N. Erdelyi, Professor Emeritus, Department of Mathematics, College of Science and Technology; Ph.D., Victor Babes University of Cluj, Roumania.

Ananias A. Escalante, Professor, Department of Biology, College of Science and Technology; Ph.D., University of California Irvine.

Sarah R. Evangelista, Associate Professor Emeritus, Department of Mathematics, College of Science and Technology; M.A., Temple University.

Mark A. Feitelson, Professor, Department of Biology, College of Science and Technology; Ph.D., University of California Los Angeles.
Aleksey Filin, Assistant Professor (Research), Department of Chemistry, College of Science and Technology; Ph.D., Institute for Solid State Physics.

John Flore, Assistant Professor (Teaching/Instructional), Department of Computer and Information Sciences, College of Science and Technology; M.S., University of Pennsylvania.

Giacomo Fiorin, Assistant Professor (Research), Department of Biology, College of Science and Technology; Ph.D., International School for Advanced Studies, Trieste.

Steven Fleming, Professor (Teaching/Instructional), Department of Chemistry, College of Science and Technology; Ph.D., University of Wisconsin.

Natalie P. Flynn, Assistant Professor (Teaching/Instructional), Department of Earth and Environmental Science, College of Science and Technology; M.A., Temple University.

Dieter Forster, Professor, Department of Physics, College of Science and Technology; Ph.D., Harvard University.

Jerrold Franklin, Professor Emeritus, Department of Physics, College of Science and Technology; Ph.D., University of Illinois.

Seema Freer, Associate Professor (Practice), Department of Biology, College of Science and Technology; Ph.D., Thomas Jefferson University.

Amy Freestone, Associate Professor, Department of Biology, College of Science and Technology; Ph.D., University of California Davis.

Frank L. Friedman, Professor Emeritus, Department of Computer and Information Sciences, College of Science and Technology; Ph.D., Purdue University.

Ser-Wei Fu, Assistant Professor (Research), Department of Mathematics, College of Science and Technology; Ph.D., University of Illinois at Urbana-Champaign.

David Futer, Associate Professor, Department of Mathematics, College of Science and Technology; Ph.D., Stanford University.

Janos Galambos, Professor Emeritus, Department of Mathematics, College of Science and Technology; Ph.D., Eotvos University, Budapest, Hungary.

Leonard J. Garrett, Professor Emeritus, Department of Computer and Information Sciences, College of Science and Technology; Ph.D., University of Pennsylvania.

Edward T. Gawinski, Associate Professor, Department of Physics, College of Science and Technology; Ph.D., Boston University.

Mohamed Ghalwash, Assistant Professor (Research), Department of Computer and Information Sciences, College of Science and Technology; Ph.D., Temple University.

Jayakumar G. Gilbert, Associate Professor (Teaching/Instructional), Department of Chemistry, College of Science and Technology; Ph.D., Drexel University.

Jose Gimenez, Assistant Professor (Teaching/Instructional), Department of Mathematics, College of Science and Technology; B.S., Temple University.

Antonio Giordano, Professor, Department of Biology, College of Science and Technology; Ph.D., University of Trieste.

Antonio M. Goncalves, Professor Emeritus, Department of Chemistry, College of Science and Technology; Ph.D., University of Chicago.

Harry B. Gottlieb, Instructor (Teaching/Instructional), Department of Chemistry, College of Science and Technology; M.S., Villanova University.

Yury Grabovsky, Professor, Department of Mathematics, College of Science and Technology; Ph.D., New York University.

David E. Grandstaff, Professor, Department of Earth and Environmental Science, College of Science and Technology; Ph.D., Princeton University.

Alexander Gray, Assistant Professor, Department of Physics, College of Science and Technology; Ph.D., Lawrence Berkeley National Laboratory and University of California, Davis.

Edward R. Gruberg, Professor Emeritus, Department of Biology, College of Science and Technology; Ph.D., University of Illinois.

Yuhong Guo, Associate Professor, Department of Computer and Information Sciences, College of Science and Technology; Ph.D., University of Alberta.

Cristian E. Gutiérrez, Professor, Department of Mathematics, College of Science and Technology; Ph.D., University of Buenos Aires.

Raymond Habas, Professor, Department of Biology, College of Science and Technology; Ph.D., State University of New York Stony Brook.

Seymour Haber, Professor Emeritus, Department of Mathematics, College of Science and Technology; Ph.D., Massachusetts Institute of Technology.

Peter Hagis Jr., Professor Emeritus, Department of Mathematics, College of Science and Technology; Ph.D., University of Pennsylvania.
Nahed Hamid, Assistant Professor (Teaching/Instructional), Department of Mathematics, College of Science and Technology; M.S., Kean University.

Jun Han, Assistant Professor (Research), Department of Chemistry, College of Science and Technology; Ph.D., Texas A and M University.

Thomas E. Hanson, Professor Emeritus, Department of Biology, College of Science and Technology; Ph.D., Michigan State University.

William R. Harvey, Professor Emeritus, Department of Biology, College of Science and Technology; Ph.D., Harvard University.

Zameer U. Hasan, Professor, Department of Physics, College of Science and Technology; Ph.D., Australian National University, Canberra.

Xubin He, Professor, Department of Computer and Information Sciences, College of Science and Technology; Ph.D., University of Rhode Island.

Stephen Blair Hedges, Professor, Department of Biology, College of Science and Technology; Ph.D., University of Maryland.

Meredith M. Hegg, Assistant Professor (Teaching/Instructional), Department of Mathematics, College of Science and Technology; Ph.D., Temple University.

Matthew Richard Helmus, Assistant Professor, Department of Biology, College of Science and Technology; Ph.D., University of Wisconsin-Madison.

Emanuel B. Hey, Professor, Department of Biology, College of Science and Technology; Ph.D., State University of New York Stony Brook.

Omar Hijab, Professor, Department of Mathematics, College of Science and Technology; Ph.D., University of California Berkeley.

S. Robert Hilfer, Professor Emeritus, Department of Biology, College of Science and Technology; Ph.D., Yale University.

David T. Hill, Professor, Department of Mathematics, College of Science and Technology; Ph.D., University of Pittsburgh.

David T. Hill, Assistant Professor (Teaching/Instructional), Department of Chemistry, College of Science and Technology; Ph.D., Temple University.

Ralph Hillman, Professor Emeritus, Department of Biology, College of Science and Technology; Ph.D., Yale University.

S. Tonia Hsieh, Assistant Professor, Department of Biology, College of Science and Technology; Ph.D., Harvard University.

Anthony Hughes, Associate Professor (Teaching/Instructional), Department of Computer and Information Sciences, College of Science and Technology; Ph.D., University of Illinois.

Maria Iavarone, Associate Professor, Department of Physics, College of Science and Technology; Ph.D., University of Napoli Federico II.

Giorgio P. Ingargiola, Associate Professor Emeritus, Department of Computer and Information Sciences, College of Science and Technology; Ph.D., University of Pennsylvania.

Robert L. Intemann, Professor Emeritus, Department of Physics, College of Science and Technology; Ph.D., Stevens Institute of Technology.

Susan A. Jansen-Varnum, Professor, Department of Chemistry, College of Science and Technology; Ph.D., University of Missouri-St. Louis.

Serge Jasmin, Assistant Professor (Teaching/Instructional), Department of Chemistry, College of Science and Technology; B.S., Temple University.

Bo Ji, Assistant Professor, Department of Computer and Information Sciences, College of Science and Technology; Ph.D., The Ohio State University.

Kelli Shepard El Jones, Instructor (Teaching/Instructional), Department of Mathematics, College of Science and Technology; M.S., Temple University.

Joseph Jupin, Instructor (Teaching/Instructional), Department of Computer and Information Sciences, College of Science and Technology; M.S., Temple University.

Qing Kang, Assistant Professor (Research), Department of Chemistry, College of Science and Technology; Ph.D., Hunan University.

Krishna Kant, Professor, Department of Computer and Information Sciences, College of Science and Technology; Ph.D., University of Texas at Dallas.

James S. Karra, Associate Professor Emeritus, Department of Physics, College of Science and Technology; Ph.D., Rutgers University.

Gurpreet Kaur, Assistant Professor (Teaching/Instructional), Department of Biology, College of Science and Technology; Ph.D., Temple University.

Roy A. Keyer, Associate Professor (Teaching/Instructional), Department of Chemistry, College of Science and Technology; Ph.D., University of California Irvine.

Bojeong Kim, Assistant Professor, Department of Earth and Environmental Science, College of Science and Technology; Ph.D., Cornell University.

Isaac Klapper, Professor, Department of Mathematics, College of Science and Technology; Ph.D., New York University Courant Institute of Mathematical Sciences.
Michael L. Klein, Professor, Department of Chemistry, College of Science and Technology; Ph.D., University of Bristol.

Elliot B. Koffman, Professor Emeritus, Department of Computer and Information Sciences, College of Science and Technology; Ph.D., Case Western Reserve University.

Axel Kohlmeyer, Professor (Research), Department of Mathematics, College of Science and Technology; Ph.D., Universität Ulm.

James F. Korsh, Professor, Department of Computer and Information Sciences, College of Science and Technology; Ph.D., University of Pennsylvania.

Svetlana Kotochigova, Professor (Research), Department of Physics, College of Science and Technology; Ph.D., St. Petersburg State University.

V. Sankrithi Krishnan, Professor Emeritus, Department of Mathematics, College of Science and Technology.

Grant R. Krow, Professor Emeritus, Department of Chemistry, College of Science and Technology; Ph.D., Princeton University.

Rob J. Kulathinal, Assistant Professor, Department of Biology, College of Science and Technology; Ph.D., McMaster University.

Sudhir Kumar, Professor, Department of Biology, College of Science and Technology; Ph.D., The Pennsylvania State University.

Eugene Kwatny, Professor, Department of Computer and Information Sciences, College of Science and Technology; Ph.D., Drexel University.

Sally Kyvernitis, Instructor (Teaching/Instructional), Department of Computer and Information Sciences, College of Science and Technology; M.S., Indiana University.

Mortimer M. Labes, Professor Emeritus, Department of Chemistry, College of Science and Technology; Ph.D., Massachusetts Institute of Technology.

Paul S. LaFollette Jr., Associate Professor, Department of Computer and Information Sciences, College of Science and Technology; M.D., Temple University.

Rolf Lakaemper, Associate Professor, Department of Computer and Information Sciences, College of Science and Technology; Ph.D., University of Hamburg.

Sigurd Y. Larsen, Professor Emeritus, Department of Physics, College of Science and Technology; Ph.D., Columbia University.

Longin Jan Latecki, Professor, Department of Computer and Information Sciences, College of Science and Technology; Ph.D., University of Hamburg.

Michael Lawlor, Assistant Professor (Teaching/Instructional), Department of Chemistry, College of Science and Technology; Ph.D., Massachusetts Institute of Technology.

David Lebkovitz, Professor Emeritus, Department of Computer and Information Sciences, College of Science and Technology; Ph.D., University of Pennsylvania.

Edward S. Letzter, Professor, Department of Mathematics, College of Science and Technology; Ph.D., University of Washington.

Robert J. Levis, Professor, Department of Chemistry, College of Science and Technology; Ph.D., The Pennsylvania State University.

Ronald M. Levy, Professor, Department of Chemistry, College of Science and Technology; Ph.D., Harvard University.

David A. Liberles, Associate Professor, Department of Biology, College of Science and Technology; Ph.D., California Institute of Technology.

Chyanlong Lin, Associate Professor, Department of Physics, College of Science and Technology; Ph.D., Temple University.

Haibin Ling, Associate Professor, Department of Computer and Information Sciences, College of Science and Technology; Ph.D., University of Maryland College Park.

Seymour Lipschutz, Professor Emeritus, Department of Mathematics, College of Science and Technology; Ph.D., New York University.

Maria E. Lorenz, Professor (Teaching/Instructional), Department of Mathematics, College of Science and Technology; Ph.D., University of Southern California.

Martin W. Lorenz, Professor, Department of Mathematics, College of Science and Technology; Ph.D., Universität Giessen.

Sheryl L. Love, Assistant Professor (Teaching/Instructional), Department of Biology, College of Science and Technology; Ph.D., Temple University.

Mia Luehrmann, Associate Professor, Department of Physics, College of Science and Technology; Ph.D., University of Illinois at Urbana-Champaign.

A. Marjatta Lyra, Professor, Department of Physics, College of Science and Technology; Ph.D., University of Stockholm.

Marcella Macaluso, Associate Professor (Research), Department of Biology, College of Science and Technology; Ph.D., University of Palermo.
Christopher M. MacDermaid, Assistant Professor (Research), Department of Chemistry, College of Science and Technology; Ph.D., University of Pennsylvania.

C. Jeffrey Martoff, Professor, Department of Physics, College of Science and Technology; Ph.D., University of California Berkeley.

Spiridoula Matsika, Professor, Department of Chemistry, College of Science and Technology; Ph.D., The Ohio State University.

Kathleen E. Mc Kinley, Instructor (Practice), Department of Mathematics, College of Science and Technology; M.S., Saint Joseph's University.

Rose Marie McGinnis, Assistant Professor (Teaching/Instructional), Department of Computer and Information Sciences, College of Science and Technology; M.B.A., Temple University.

Michelle Hedwig McGowan, Assistant Professor (Teaching/Instructional), Department of Biology, College of Science and Technology; Ph.D., Rutgers University.

George Mehler, Assistant Professor (Practice), Department of Mathematics, College of Science and Technology; Ph.D., Temple University.

Gerardo A. Mendoza, Professor, Department of Mathematics, College of Science and Technology; Ph.D., Massachusetts Institute of Technology.

Bernard Meth, Professor Emeritus, Department of Mathematics, College of Science and Technology; Ph.D., University of Pittsburgh.

Andreas Metz, Associate Professor, Department of Physics, College of Science and Technology; Ph.D., Institut Für Kernphysik Universität Mainz.

Zein-Eddine Meziani, Professor, Department of Physics, College of Science and Technology; Ph.D., Université de Paris XI.

Ted W. Mihalisin, Professor Emeritus, Department of Mathematics, College of Science and Technology; Ph.D., University of Rochester.

Richard L. Miller, Professor Emeritus, Department of Biology, College of Science and Technology; Ph.D., University of Chicago.

Irina Mitrea, Professor, Department of Mathematics, College of Science and Technology; Ph.D., University of Minnesota.

Sayaka Miura, Assistant Professor (Research), Department of Biology, College of Science and Technology; Ph.D., The Pennsylvania State University.

Shahram Mohrekesh, Assistant Professor (Teaching/Instructional), Department of Computer and Information Sciences, College of Science and Technology; Ph.D., Old Dominion University.

Karl Morris, Assistant Professor (Teaching/Instructional), Department of Computer and Information Sciences, College of Science and Technology; Ph.D., Florida International University.

Michael I. Mote, Professor Emeritus, Department of Biology, College of Science and Technology; Ph.D., University of Texas at Los Angeles.

Atsuhiro Muto, Assistant Professor, Department of Earth and Environmental Science, College of Science and Technology; Ph.D., University of Colorado.

George H. Myer, Professor Emeritus, Department of Earth and Environmental Science, College of Science and Technology; Ph.D., Yale University.

James Napolitano, Professor, Department of Physics, College of Science and Technology; Ph.D., Stanford University.

William D. Nathan, Professor Emeritus, Department of Mathematics, College of Science and Technology; Ph.D., Syracuse University.

Stuart E. Neff, Professor Emeritus, Department of Biology, College of Science and Technology; Ph.D., Cornell University.

Donald E. Neville, Professor Emeritus, Department of Physics, College of Science and Technology; Ph.D., University of Chicago.

Matthew Newby, Assistant Professor (Teaching/Instructional), Department of Physics, College of Science and Technology; Ph.D., Rensselaer Polytechnic Institute.

Allen W. Nicholson, Professor, Department of Biology, College of Science and Technology; Ph.D., University of Pennsylvania.

Rhonda H. Nicholson, Assistant Professor (Teaching/Instructional), Department of Biology, College of Science and Technology; Ph.D., Wayne State University.

John Noel, Assistant Professor (Research), Department of Physics, College of Science and Technology; Ph.D., Texas A and M University.

John T. Nosek, Professor, Department of Computer and Information Sciences, College of Science and Technology; Ph.D., Temple University.

Jonathan Nyquist, Professor, Department of Earth and Environmental Science, College of Science and Technology; Ph.D., University of Wisconsin.

Zoran Obradovic, Professor, Department of Computer and Information Sciences, College of Science and Technology; Ph.D., The Pennsylvania State University.
Johanan Odhner, Assistant Professor (Research), Department of Chemistry, College of Science and Technology; Ph.D., Temple University.

Elmer L. Offenbacher, Professor Emeritus, Department of Physics, College of Science and Technology; Ph.D., University of Pennsylvania.

Michael Opterman, Assistant Professor (Teaching/Instructional), Department of Physics, College of Science and Technology; Ph.D., University of Pittsburgh.

Charles Osborne, Assistant Professor (Teaching/Instructional), Department of Mathematics, College of Science and Technology; Ph.D., Temple University.

Maria A. Pacheco, Assistant Professor (Research), Department of Biology, College of Science and Technology; Ph.D., Universidad Simón Bolívar.

Karen B. Palter, Associate Professor, Department of Biology, College of Science and Technology; Ph.D., Princeton University.

Ellen Panofsky, Assistant Professor (Teaching/Instructional), Department of Mathematics, College of Science and Technology; Ph.D., Lehigh University.

Michael Paolone, Assistant Professor (Research), Department of Physics, College of Science and Technology; Ph.D., University of South Carolina Columbia.

Christopher Pascucci, Instructor (Teaching/Instructional), Department of Computer and Information Sciences, College of Science and Technology; M.S., University of Pennsylvania.

Eli A. Passow, Professor Emeritus, Department of Mathematics, College of Science and Technology; Ph.D., Yeshiva University.

Susan Patterson, Associate Professor, Department of Biology, College of Science and Technology; Ph.D., University of Washington.

John A. Paulos, Professor, Department of Mathematics, College of Science and Technology; Ph.D., University of Wisconsin.

Jamie Payton, Associate Professor, Department of Computer and Information Sciences, College of Science and Technology; D.Sc., Washington University.

Haowei Peng, Assistant Professor (Research), Department of Physics, College of Science and Technology; Ph.D., Chinese Academy of Sciences.

John P. Perdew, Professor, Department of Physics, College of Science and Technology; Ph.D., Cornell University.

Isaak Pesenson, Professor (Teaching/Instructional), Department of Mathematics, College of Science and Technology; Ph.D., Academy of Science of the ASSR.

Hala O. Pflugfelder, Professor Emeritus, Department of Mathematics, College of Science and Technology; Ph.D., Albert-Ludwigs-Universität Freiburg im Breisgau.

Claudia Pine-Simon, Instructor (Teaching/Instructional), Department of Computer and Information Sciences, College of Science and Technology; M.S., University of Pennsylvania.

Alexander Platt, Assistant Professor (Research), Department of Biology, College of Science and Technology; Ph.D., Harvard University.

Arthur T. Poe, Professor Emeritus, Department of Computer and Information Sciences, College of Science and Technology; Ph.D., University of Illinois at Urbana-Champaign.

Sergei L. Kosakovsky Pond, Professor, Department of Biology, College of Science and Technology; Ph.D., University of Arizona.

Andrew Price, Associate Professor (Teaching/Instructional), Department of Chemistry, College of Science and Technology; Ph.D., Purdue University.

Sean Gillian Queisser, Associate Professor, Department of Mathematics, College of Science and Technology; Ph.D., Ruprecht-Karls University of Heidelberg.

K. Raghuvaranandan, Professor Emeritus, Department of Mathematics, College of Science and Technology; Ph.D., Colorado State University.

Daniele Ramella, Assistant Professor (Teaching/Instructional), Department of Chemistry, College of Science and Technology; Ph.D., Boston University.

Yi Rao, Associate Professor (Research), Department of Chemistry, College of Science and Technology; Ph.D., Institute of Chemistry, Chinese Academy of Sciences.

Harry P. Rappaport, Professor Emeritus, Department of Biology, College of Science and Technology; Ph.D., Yale University.

Robert Rang, Assistant Professor (Teaching/Instructional), Department of Chemistry, College of Science and Technology; Ph.D., University of Michigan.

Sujith Ravi, Assistant Professor, Department of Earth and Environmental Science, College of Science and Technology; Ph.D., University of Virginia.
Louis Raymon, Professor Emeritus, Department of Mathematics, College of Science and Technology; Ph.D., Yeshiva University.

Daniel Reich, Professor Emeritus, Department of Mathematics, College of Science and Technology; Ph.D., Princeton University.

Brian Rider, Professor, Department of Mathematics, College of Science and Technology; Ph.D., New York University Courant Institute of Mathematical Sciences.

Peter S. Riseborough, Professor, Department of Physics, College of Science and Technology; Ph.D., Imperial College London.

Igor Rivin, Professor, Department of Mathematics, College of Science and Technology; Ph.D., Princeton University.

Shepherd K. Roberts, Professor Emeritus, Department of Biology, College of Science and Technology; Ph.D., Princeton University.

Dmitri Romanov, Professor (Research), Department of Physics, College of Science and Technology; Ph.D., Novosibirsk Institute of Semiconductor Physics, USSR Academy of Sciences.

Adele Ruosi, Associate Professor (Research), Department of Physics, College of Science and Technology; Ph.D., University of Salerno.

Prakash C. Rushi, Instructor (Teaching/Instructional), Department of Mathematics, College of Science and Technology; M.Ed., Temple University.

Adrienn Ruzsinszky Perdew, Assistant Professor, Department of Physics, College of Science and Technology; Ph.D., Budapest University of Technology and Economics.

Douglas T. Saladik, Associate Professor (Teaching/Instructional), Department of Biology, College of Science and Technology; Ph.D., Temple University.

Robert E. Salomon, Professor Emeritus, Department of Chemistry, College of Science and Technology; Ph.D., University of Oregon.

Robert W. Sanders, Professor, Department of Biology, College of Science and Technology; Ph.D., University of Georgia.

Christian E. Schafmeister, Professor, Department of Chemistry, College of Science and Technology; Ph.D., University of California San Francisco.

John J. Schiller, Associate Professor, Department of Mathematics, College of Science and Technology; Ph.D., University of Pennsylvania.

William F. Schmitt, Professor Emeritus, Department of Computer and Information Sciences, College of Science and Technology; Ph.D., University of Pennsylvania.

Joshua Schraiber, Assistant Professor, Department of Biology, College of Science and Technology; Ph.D., University of California Berkeley.

Robert L. Sears, Professor Emeritus, Department of Biology, College of Science and Technology; Ph.D., University of California Berkeley.

Benjamin Seibold, Associate Professor, Department of Mathematics, College of Science and Technology; Ph.D., University of Kaiserslautern.

Arun Sethuraman, Assistant Professor (Research), Department of Biology, College of Science and Technology; Ph.D., Iowa State University.

Cinzia Sevignani, Assistant Professor (Teaching/Instructional), Department of Biology, College of Science and Technology; Ph.D., University of Modena.

Brent Sewall, Assistant Professor, Department of Biology, College of Science and Technology; Ph.D., University of California Davis.

Joel B. Sheffield, Professor, Department of Biology, College of Science and Technology; Ph.D., University of Chicago.

Yuan Justin Shi, Associate Professor, Department of Computer and Information Sciences, College of Science and Technology; Ph.D., University of Pennsylvania.

Scott M. Sieburth, Professor, Department of Chemistry, College of Science and Technology; Ph.D., Harvard University.

Jeremy Sivek, Assistant Professor (Teaching/Instructional), Department of Mathematics, College of Science and Technology; Ph.D., University of Pittsburgh.

Jonathan Smith, Associate Professor (Teaching/Instructional), Department of Chemistry, College of Science and Technology; Ph.D., Wesleyan University.

Gregory S. Smutzer, Associate Professor (Teaching/Instructional), Department of Biology, College of Science and Technology; Ph.D., State University of New York at Buffalo.

Richard Souvenir, Associate Professor, Department of Computer and Information Sciences, College of Science and Technology; D.Sc., Washington University.

Daniel D. Spaeth, Associate Professor (Teaching/Instructional), Department of Biology, College of Science and Technology; Ph.D., Temple University.
Francis C. Spano, Professor, Department of Chemistry, College of Science and Technology; Ph.D., Princeton University.

Nikolaos Sparveris, Assistant Professor, Department of Physics, College of Science and Technology; Ph.D., University of Athens.

Rachel Spigler, Assistant Professor, Department of Biology, College of Science and Technology; Ph.D., University of Georgia.

Avinash Srinivasan, Associate Professor (Teaching/Instructional), Department of Computer and Information Sciences, College of Science and Technology; Ph.D., Florida Atlantic University.

Ranganatha Srinivasan, Professor, Department of Mathematics, College of Science and Technology; Ph.D., Wayne State University.

Robert J. Stanley, Professor, Department of Chemistry, College of Science and Technology; Ph.D., The Pennsylvania State University.

Leon Steinberg, Professor Emeritus, Department of Mathematics, College of Science and Technology; Ph.D., University of Pennsylvania.

Matthew Stover, Assistant Professor, Department of Mathematics, College of Science and Technology; Ph.D., University of Texas at Austin.

Daniel R. Strongin, Professor, Department of Chemistry, College of Science and Technology; Ph.D., University of California Berkeley.

Deborah Stull, Assistant Professor (Teaching/Instructional), Department of Biology, College of Science and Technology; Ph.D., Yale University.

Jianwei Sun, Associate Professor (Research), Department of Physics, College of Science and Technology; Ph.D., Tulane University.

Yugang Sun, Associate Professor, Department of Chemistry, College of Science and Technology; Ph.D., University of Science and Technology of China.

Bernd Surrow, Associate Professor, Department of Physics, College of Science and Technology; Ph.D., University of Hamburg.

Daniel B. Szyld, Professor, Department of Mathematics, College of Science and Technology; Ph.D., New York University.

Raza A. Tahir-Kheli, Professor Emeritus, Department of Physics, College of Science and Technology; Ph.D., Oxford University.

Stephen T. Takats, Professor Emeritus, Department of Biology, College of Science and Technology; Ph.D., University of Wisconsin-Madison.

Chiu Chiang Tan, Assistant Professor, Department of Computer and Information Sciences, College of Science and Technology; Ph.D., College of William and Mary.

Jacqueline C. Tanaka, Associate Professor, Department of Biology, College of Science and Technology; Ph.D., University of Illinois.

Hong Tang, Assistant Professor (Research), Department of Physics, College of Science and Technology; Ph.D., Northwestern Polytechnical University.

Rongjia Tao, Professor, Department of Physics, College of Science and Technology; Ph.D., Columbia University.

Dennis O. Terry Jr., Associate Professor, Department of Earth and Environmental Science, College of Science and Technology; Ph.D., University of Nebraska.

Allan E. Thomas, Assistant Professor (Teaching/Instructional), Department of Chemistry, College of Science and Technology; Ph.D., Temple University.

Jesse Thornburg, Assistant Professor (Teaching/Instructional), Department of Earth and Environmental Science, College of Science and Technology; M.S., Temple University.

H. Frank Thornton, Associate Professor Emeritus, Department of Mathematics, College of Science and Technology; M.A., Princeton University.

Laura Toran, Professor, Department of Earth and Environmental Science, College of Science and Technology; Ph.D., University of Wisconsin.

Darius H. Torchinsky, Assistant Professor, Department of Physics, College of Science and Technology; Ph.D., Massachusetts Institute of Technology.

Georgia Triantafillou, Professor, Department of Mathematics, College of Science and Technology; Ph.D., University of Bonn, Germany.

Tsvetelin D. Tsankov, Assistant Professor (Teaching/Instructional), Department of Physics, College of Science and Technology; Ph.D., Drexel University.

Allison Tumarkin-Deratzian, Associate Professor (Teaching/Instructional), Department of Earth and Environmental Science, College of Science and Technology; Ph.D., University of Pennsylvania.

Gene C. Ulmer, Professor Emeritus, Department of Earth and Environmental Science, College of Science and Technology; Ph.D., The Pennsylvania State University.
Wendy Urban, Assistant Professor (Teaching/Instructional), Department of Computer and Information Sciences, College of Science and Technology; M.B.A., Temple University.

Shivaiah Vaddypally, Assistant Professor (Research), Department of Chemistry, College of Science and Technology; Ph.D., Hyderabad University.

Ann M. Valentine, Associate Professor, Department of Chemistry, College of Science and Technology; Ph.D., Massachusetts Institute of Technology.

Elena Ya Vishik, Assistant Professor (Teaching/Instructional), Department of Mathematics, College of Science and Technology; Ph.D., Moscow Pedagogical Institute.

Vladimir Visnjic, Assistant Professor (Teaching/Instructional), Department of Mathematics, College of Science and Technology; Ph.D., University of Bonn, Germany.

Evelyn Vleck, Assistant Professor (Teaching/Instructional), Department of Biology, College of Science and Technology; M.A., William Paterson College.

Vincent Voelz, Assistant Professor, Department of Chemistry, College of Science and Technology; Ph.D., University of California San Francisco.

Slobodan Vucetic, Associate Professor, Department of Computer and Information Sciences, College of Science and Technology; Ph.D., Washington State University.

Doreen Wald, Instructor (Teaching/Instructional), Department of Mathematics, College of Science and Technology; M.Ed., Temple University.

Chelsea Walton, Assistant Professor, Department of Mathematics, College of Science and Technology; Ph.D., University of Michigan.

Anduo Wang, Assistant Professor, Department of Computer and Information Sciences, College of Science and Technology; Ph.D., University of Pennsylvania.

Charles Wang, Associate Professor (Teaching/Instructional), Department of Computer and Information Sciences, College of Science and Technology; Ph.D., Wayne State University.

Pei Wang, Associate Professor (Teaching/Instructional), Department of Computer and Information Sciences, College of Science and Technology; Ph.D., Indiana University.

Rongsheng Wang, Assistant Professor, Department of Chemistry, College of Science and Technology; Ph.D., Washington University in St. Louis.

Richard B. Waring, Associate Professor, Department of Biology, College of Science and Technology; Ph.D., Essex University.

Stephen S. Washburne, Associate Professor Emeritus, Department of Chemistry, College of Science and Technology; Ph.D., Massachusetts Institute of Technology.

Patrick Waters, Assistant Professor (Research), Department of Mathematics, College of Science and Technology; Ph.D., University of Arizona.

Bradford B. Wayland, Professor, Department of Chemistry, College of Science and Technology; Ph.D., University of Illinois.

Weerasiri Arachchige Kushan Weerasiri, Instructor (Research), Department of Chemistry, College of Science and Technology, Auburn University.

Robert B. Weinberg, Professor Emeritus, Department of Physics, College of Science and Technology; Ph.D., Columbia University.

Richard C. Weisenberg, Professor Emeritus, Department of Biology, College of Science and Technology; Ph.D., University of Chicago.

Sarah Elizabeth Wengryniuk, Assistant Professor, Department of Chemistry, College of Science and Technology; Ph.D., Duke University.

Vladimira V. Wilent, Assistant Professor (Teaching/Instructional), Department of Chemistry, College of Science and Technology; Ph.D., University of Pennsylvania.

Michael Wilhelm, Assistant Professor (Research), Department of Chemistry, College of Science and Technology; Ph.D., University of Pennsylvania.

Katherine A. Willets, Associate Professor, Department of Chemistry, College of Science and Technology; Ph.D., Stanford University.

John R. Williams, Professor Emeritus, Department of Chemistry, College of Science and Technology; Ph.D., University of Western Australia.

Matthaeus Wolak, Assistant Professor (Research), Department of Physics, College of Science and Technology; Ph.D., University of South Florida.

Jie Wu, Professor, Department of Computer and Information Sciences, College of Science and Technology; Ph.D., Florida Atlantic University.

Wei Wu, Assistant Professor (Teaching/Instructional), Department of Mathematics, College of Science and Technology; Ph.D., University of Leuven.

Xifan Wu, Assistant Professor, Department of Physics, College of Science and Technology; Ph.D., Rutgers University.
William Wuest, Assistant Professor, Department of Chemistry, College of Science and Technology; Ph.D., University of Pennsylvania.

Stephanie L. Wunder, Professor, Department of Chemistry, College of Science and Technology; Ph.D., University of Massachusetts.

Xiaoxing Xi, Professor, Department of Physics, College of Science and Technology; Ph.D., Peking University and Institute of Physics.

Junchao Xia, Associate Professor (Research), Department of Physics, College of Science and Technology; Ph.D., Clark University.

Xiaojun Xu, Assistant Professor (Research), Department of Physics, College of Science and Technology; Ph.D., Chinese Academy of Sciences.

Qimin Yan, Assistant Professor, Department of Physics, College of Science and Technology; Ph.D., University of California Santa Barbara.

Wei-Shih Yang, Professor, Department of Mathematics, College of Science and Technology; Ph.D., Cornell University.

Weidong Yang, Professor, Department of Biology, College of Science and Technology; Ph.D., Fudan University.

Zenghui Yang, Assistant Professor (Research), Department of Physics, College of Science and Technology; Ph.D., University of California Irvine.

Jingjie Yu, Assistant Professor (Research), Department of Biology, College of Science and Technology; Ph.D., University of Texas at Austin.

Liping Yu, Assistant Professor (Research), Department of Physics, College of Science and Technology; Ph.D., North Carolina State University.

Tan Yuen, Associate Professor, Department of Physics, College of Science and Technology; Ph.D., Temple University.

Michael J. Zdilla, Associate Professor, Department of Chemistry, College of Science and Technology; Ph.D., Princeton University.

Qiang Zeng, Assistant Professor, Department of Computer and Information Sciences, College of Science and Technology; Ph.D., The Pennsylvania State University.

Bin Zhang, Assistant Professor (Research), Department of Physics, College of Science and Technology; Ph.D., University of Pittsburgh.

Dong Zhou, Assistant Professor (Research), Department of Mathematics, College of Science and Technology; Ph.D., Temple University.

David E. Zitarelli, Professor Emeritus, Department of Mathematics, College of Science and Technology; Ph.D., The Pennsylvania State University.

Matthew Zumbrum, Assistant Professor (Teaching/Instructional), Department of Mathematics, College of Science and Technology; Ph.D., University of Delaware.