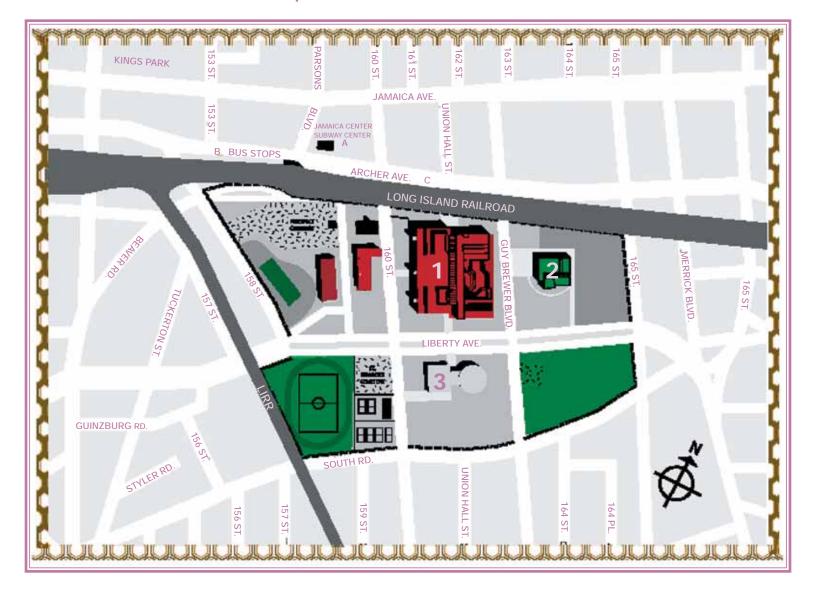


onthemove

Map of YORKCOLLEGE



- Academic Core Building (AC) 94-20 Guy R. Boulevard Concurrent Sessions
- 2. Performing Arts Center (PAC) 94-45 Guy R. Boulevard Registration Breakfast and Opening Plenary
- Health and Physical Education Bldg (HP)
 160-02 Liberty Avenue Lunch and Keynote Address





Impressive expansion of higher education over the course of the twentieth century has created unprecedented opportunities for access. ... The success achieved in increasing access has not been paralleled in other areas of higher education. Graduation rates are stagnant or decreasing, and time to degree has been on the rise. ... These patterns have recently placed degree completion on the national agenda, thus fueling the growing questions about students' activities in higher education and institutional actions (or lack thereof) aimed at facilitating degree attainment. – **Richard Arum and Josipa Roksa**

The prescient observations above by the authors of *Academically Adrift* place a new spotlight on some of the perennial challenges facing many colleges and universities in both the public and private spheres. The book itself amounts to a call-to-arms for institutional and individual actions to change outcomes (and inputs), not just to mollify state power brokers, parents, and accreditation bodies, but because our students and our cities, states, and nation deserve it.

This call-to-arms resonates powerfully with our University, for reasons too well known to warrant elaboration here. And we have been responding institutionally in several ways. Our annual General Education Conference—this being the seventh—itself is an example of that response. This year's conference takes on a special significance in light of the Pathways initiative and the conversations about a University-wide General Education framework, all intended to meet some of the challenges that inhibit better degree completion and other outcomes.

York is delighted to host this year's conference. We continue the tradition of sharing innovations from within and outside CUNY, and discussing educational design and delivery related to General Education and allied matters. Thus, we'll ruminate not just on the "What" of our enterprise but also on the "How" and the "Why." Also, we've introduced Undergraduate Research as a new conference feature, having embraced it as an institutional endeavor to meet some of our challenges, many of which are cited in *Academically Adrift*. As such, many session presentations are being made by students and their mentors.

As you can imagine, an incredible amount of work was done by many colleagues to make this event a success. Although I cannot here name all the individuals deserving of public tribute, I want to specially cite the Co-Chairs—Dean Dana Fusco and Associate Professor of Geology Nazrul Khandaker—and the rest of the Planning Committee. Our work was made all the more taxing because of the awesome response to the Conference Call: 92 outstanding proposals—the largest number ever for a Gen Ed Conference. Regrettably, we could not accommodate all of them. Nevertheless, I wish to thank all those colleagues who took the trouble to submit proposals.

My appreciation also is extended to Executive Vice Chancellor and University Provost Lexa Logue, former University Dean Nancy Aries, and University Dean Karrin Wilks for their support. Thanks, too, to Provost Stuart Suss and his team for sharing their experiences of what worked and didn't work last year.

So, welcome and enjoy—as we Listen, Learn, and Lead in this vital educational journey!

Ivelaw Lloyd Griffith, Ph. D.

Provost and Senior Vice President, Academic Affairs



Keynote Speaker: Pedro A. Noguera, Ph.D. Peter L. Agnew Professor of Education Steinhardt School of Culture, Education and Development Executive Director, Metropolitan Center for Urban Education New York University

Noguera is an urban sociologist whose scholarship and research focuses on the ways in which schools are influenced by social and economic conditions in the urban environment. He holds faculty appointments in the departments of Teaching and Learning and Humanities and Social Sciences at the Steinhardt School of Culture, Education and Development, as well as in the Department of Sociology at New York University. Dr. Noguera is also the Executive Director of the Metropolitan Center for Urban Education and the co-Director of the Institute for the Study of Globalization and Education in Metropolitan Settings (IGEMS). In 2008, he was appointed by the Governor of New York to serve on the State University of New York Board of Trustees.

Dr. Noguera received his bachelors' degree in Sociology and History and a teaching credential from Brown University in 1981. He earned his masters' degree in Sociology from Brown in 1982 received his doctorate in Sociology from UC Berkeley in 1989. Dr. Noguera was a classroom teacher in public schools in Providence, RI and Oakland, CA. He has held tenured faculty appoints at the Harvard Graduate School of Education (2000-2003), where he was named the Judith K. Dimon Professor of Communities and Schools and at the University of California, Berkeley (1990-2000), where he was also the Director of the Institute for the Study of Social Change. He has published over one hundred and fifty research articles, monographs and research reports on topics such as urban school reform, conditions that promote student achievement, youth violence, the potential impact of school choice and vouchers on urban public schools, and race and ethnic relations in American society. His work has appeared in multiple major research journals.

Dr. Noguera is the author of *The Imperatives of Power: Political Change and the Social Basis of Regime Support in Grenada* (Peter Lang Publishers, 1997), *City Schools and the American Dream* (Teachers College Press 2003), *Unfinished Business: Closing the Achievement Gap in Our Nation's Schools* (Josey Bass, 2006) *City Kids, City Teachers*, with Bill Ayers and Greg Michie (New Press 2008), and *The Trouble With Black Boys...and Other Reflections on Race, Equity and the Future of Public Education* (Wiley and Sons, 2008). Dr. Noguera appears as a regular commentator on educational issues on CNN, National Public Radio, and other national news outlets.

Program

8:00 AM - 8:45 AM **REGISTRATION AND BREAKFAST** Performing Arts Center, Lobby 9:00 AM - 10:00 AM **OPENING PLENARY** Performing Arts Center, Little Theatre **Ivelaw Lloyd Griffith** Provost and Senior Vice President for Academic Affairs York College Marcia V. Keizs President York College **Alexandra Logue Executive Vice Chancellor and University Provost** The City University of New York **Karrin Wilks** University Dean for Undergraduate Studies The City University of New York 10:00 AM - 10:15 AM **BREAK** 10:15 AM - 11:15 AM FIRST CONCURRENT SESSIONS Academic Core Building **SECOND CONCURRENT SESSIONS** 11:20 AM- 12:20 PM Academic Core Building 12:25 PM - 2:00 PM **LUNCH and KEYNOTE** Health Education Complex, Gym **Pedro Noguera** Peter L. Agnew Professor of Teaching and Learning Steinhardt School of Culture, Education, and Development **New York University** Are You Ready for the Students you Serve? Creating a Climate for Academic Success in Universities & Colleges 2:00 PM - 2:15 PM **BREAK CAMPUS LEADERSHIP CONVERSATION** 2:15 PM - 3:15 PM Challenges and Opportunities of Leading and Managing Campus Reform Academic Core Building, 2M04 Jane Bowers, Provost and Senior Vice President, Academic Affairs, John Jay College Ivelaw Lloyd Griffith, Provost and Senior Vice President, Academic Affairs, York College James McCarthy, Provost and Senior Vice President, Academic Affairs, Baruch College Judith Summerfield, Dean of General Education, Queens College Stuart Suss, Provost and Vice President for Academic Affairs, Kingsborough Community College THIRD CONCURRENT SESSIONS 2:15 PM - 3:15 PM Academic Core Building **FOURTH CONCURRENT SESSIONS** 3:20 PM - 4:20 PM

Academic Core Building



SESSION I 10:15 – 11:15

UNDERGRADUATE RESEARCH (ROOM AC-2C03)

- The value of undergraduate research: Voices of students.
 YORK COLLEGE, Januarie Scorsese-Vazquez, Simone Townsend, Kasie Okeya, Toya Mobley
- Undergraduate research and mentoring education at Queens
 College. QUEENS COLLEGE, Yasemin Jones, Eva Fernandez
- Impact of short-term undergraduate research on student career choice. YORK COLLEGE, Ratan Kumar Dhar, Darlene DeFabio
- Undergraduate research: Values and outcomes in strengthening educational journeys. BOROUGH OF MANHATTAN CC, Hyacinth Martin, Marjue White, Jacqueline Nichols

INTERDISCIPLINARY TEACHING (ROOM AC-1C04)

- From visual literacy to critical thinking: Teaching with graphic novels and blogs in the interdisciplinary capstone.
 LAGUARDIA CC, Richard Dragan
- American dreams: An interdisciplinary approach. QUEENS COLLEGE, Mindy Altman, Barbara Waldinger
- A multidimensional approach to teaching. BOROUGH OF MANHATTAN CC, Sharli Khargi, Kwong Mei Lee
- Deconstructing the disciplines: How do we tell the story of the world? BRONX CC, Vrunda Prabhu, Shylaja Akkaraju

TEACHING WITH TECHNOLOGY (ROOM AC-1C05)

- A hybrid, writing-intensive, off-site art history survey at Kingsborough Community College. KINGSBOROUGH CC, Caterina Pierre, Marissa Schlesinger
- Effective support structures for online teaching: Instructional tech nology for tutors and mentors. BRONX CC, Stephen Powers, Ryan Jorawar, Musa Abubakar, Crystal Lopez
- Ethics, teams and ePortfolio: Some lessons on agency.
 LAGUARDIA CC, Minerva Ahumada
- Oceanography online course at Bronx Community College and the School of Professional Studies of the City University of New York.
 BRONX CC, Farnosh Saeedi, Kionna Arnold, Melissa Reid, Kwaku Sarh

DECADE OF THE SCIENCES (ROOM AC-2A03)

- Exposing students to science in general education.
 YORK COLLEGE, Stanley Schleifer, Malek Shami
- Open-ended skepticism in the science classroom.
 BOROUGH OF MANHATTAN CC, Igor Zaitsev, Jimon Burgin
- Bio-math connection: Our community and civic engagement Two SENCER based projects at Citytech. NYC COLLEGE OF TECHNOLOGY, Liana Tsenova, Urmi Ghosh-Dastidar
- Making physics textbook problems ill-structured:
 Multiple assumption and reduced goal-specificity problems.
 QUEENSBOROUGH CC, Vazgen Shekoyan

SERVICE LEARNING (ROOM AC-1E04)

- Using high-impact practices like service learning and researchbased engaged learning to teach Biotechnology at a community college. QUEENSBOROUGH CC, Nidhi Gadura
- The effects of service learning on remedial college students.
 QUEENSBOROUGH CC, Regina Rochford
- Developing a sustainable service learning program.
 QUEENSBOROUGH CC, Josephine Pantaleo, Sharon Ellerton,
 Meg Taraf Dar, Beth Counihan
- High-impact educational practices: Academic service learning at City Tech. NYC COLLEGE OF TECHNOLOGY, Gwen Cohen-Brown, Lynda Dias, Aida Egues, Barbara Mishara

WRITING AND THINKING (ROOM AC-2B07)

- A process as product: Writing to learn and learning to collaborate.
 YORK COLLEGE, Shereen Inayatulla, Joonmarie Roca-Brush,
 Devi Ramnarine, Nellie Lorenzo
- Writing beyond the English department in topic-based writing courses. QUEENS COLLEGE, Gloria Fisk, Kevin Ferguson, Sari Altschuler, Andrew Statum
- Use of a triple entry journal strategy to promote better student writing. **HOSTOS CC**, **Julie Trachman**
- Virtual worlds and engagement: (Re)writing the student in an online environment. NYC COLLEGE OF TECHNOLOGY, Reneta D. Lansiquot, Tamrah Cunningham Elaine Green, Sanjiv Latchman



SESSION II 11:20 – 12:20

INTERDISCIPLINARY TEACHING (ROOM AC-2C03)

- The art of learning together: A basic writing/art history/freshman seminar learning community. KINGSBOROUGH CC, Cheryl Hogue Smith, Maya Jimenez, Stephanie Terry
- Interdisciplinarity: The heart of general education reform at York College. YORK COLLEGE, Howard Ruttenberg, Margaret MacNeil, Deborah Majerovitz, Michael B. Smith

INTERDISCIPLINARY TEACHING (ROOM AC-2C05)

- Interdisciplinary linkages: Joint group Wiki projects between anthropology and social work courses. YORK COLLEGE, William Divale, Rebecca Rivera-Maestre
- Learning skills intervention, self-regulated learning, and student performance. QUEENSBOROUGH CC, Jannette Urciuoli, Cheryl Bluestone
- Our food, their food, fast food, slow food: Students blend global awareness with personal insight BRONX CC, Guilia Guarnieri, Tamar Rothenberg
- The journey of general education literacy: Comparing first-year and junior-level college writers. YORK COLLEGE, Jonathan Hall, Shao-Wei Wu

TEACHING WITH TECHNOLOGY (ROOM AC-2C15)

- Preparing students for eLearning: The Queensborough Community College student eLearning readiness program.
 - QUEENSBOROUGH CC, Edward Volchok, Denis Bejar
- The introduction of hybrid learning in a first year architectural learning community. NYC COLLEGE OF TECHNOLOGY, Paul King
- Simulation of learning environments as faculty development pedagogy. QUEENS COLLEGE, Eva Fernandez, Michelle Fraboni
- Organizing the undergraduate online music course.
 KINGSBOROUGH CC, Marvin Williams

STEM (ROOM AC-1C05)

- Peer-led team learning workshops: A model for enhancing the learning of mathematics. NYC COLLEGE OF TECHNOLOGY, Janet Liou-Mark, A.E. Dreyfuss, Laura Yuen-Lau, Mursheda Ahmed
- Re-imagining the lab report in Biology and Chemistry. NYC
 COLLEGE OF TECHNOLOGY, Mark Schiebe, Daniel Newsome,
 Armando Solis, Jay Deiner
- Value of cogenerative dialogues in STEM learning. Brahmadeo Dewprashad (BMCC), Maria Mercedes Franco (QCC), Sharon Miller (BMCC), Nelson Nunez Rodriguez (HOSTOS)
- Science Technology Engineering Math (STEM)
 QUEENSBOROUGH CC, Paul Marchese, Robert Kueper,
 Scott Beltzer

ASSESSMENT IN GENERAL EDUCATION (ROOM AC-1C04)

- The impact of academic innovations: Assessing student learning using an interdisciplinary approach. YORK COLLEGE, Sameea Belle, Tracey Branch, Sharlina Goveia, Robin Mayer-Anselm
- Assessing general education in an introductory course: Introduction to Public Speaking. HOSTOS CC, Richard Gampert, Alisa Roost, Barika Barboza
- Best known problem solving strategies in "high-stakes" assessments.
 HOSTOS CC, Dae Hong
- Assessing general education learning objectives across multiple disciplines using course portfolios. LEHMAN COLLEGE, Vincent Prohaska, Robert Whittaker

GENERAL EDUCATION REFORM (ROOM AC-1C02)

- A slow or fast elevator? General education reform and the question of social mobility. YORK COLLEGE, Michael Flynn
- Developing an outcomes-based general education curriculum at John Jay College. JOHN JAY COLLEGE, Amy Green, Tara Pauliny
- A living laboratory: Redesigning general education for a 21st-Century College of Technology. NYC COLLEGE OF TECHNOLOGY, Matthew Gold, Richard Hanley, Maura Smale, Shelley Smith



SESSION III 2:15 – 3:15

CAMPUS LEADERSHIP CONVERSATION ROOM AC-2M04 2:15 – 3:15

Challenges and Opportunities of Leading and Managing Campus Reform

Jane Bowers, Provost and Senior Vice President,
Academic Affairs, John Jay College

Ivelaw Lloyd Griffith, Provost and Senior Vice President,

Academic Affairs, York College

James McCarthy, Provost and Senior Vice President,

Academic Affairs, Baruch College

Judith Summerfield, Dean of General Education,

Queens College

Stuart Suss, Provost and Vice President for Academic

Affairs

INTERDISCIPLINARY TEACHING (ROOM AC-2B02)

- Towards an interdisciplinary studies curriculum designation at the New York City College of Technology. NYC COLLEGE OF TECH NOLOGY, Robert Leston, Andleeb Zameer, Reneta Lansiquto, Olufemi Sodeinde
- Paired courses as an interdisciplinary vehicle. BRONX CC,
 Camilla Dacey-Groth, Gerard Weber, F. Javier Legasa
- The moveable classroom: Place-based learning through cultural heritage tours. NYC COLLEGE OF TECHNOLOGY, Susan Phillip
- Reflective self-corrections of homework in a conceptual physics course: An experimental control-group design study. QUEENS BOROUGH CC, Wenli Guo, Vazgen Shekoyan

TEACHING WITH TECHNOLOGY (ROOM AC-2A05)

- Tumble into the future: Student engagement through microblogging
- Tweeting fiction and making interferences. BOROUGH OF MANHATTAN CC, Shane McConnell
- Using the online experience to move students from learning to write to writing to learn.

HOSTOS CC, Sandy Figueroa, Sarah Archino

 Nanoscience - Chemistry, Biology, Physics, Ethics, Legal and Society: Overcoming the multidisciplinary teaching challenges, finding opportunities. BRONX CC, Vicki Flaris

STUDENT SUCCESS (ROOM AC-2A03)

- The relationship between emotional intelligence and student success. QUEENSBOROUGH CC, Erin Jacques
- A booming transformation for South Bronx students. HOSTOS CC, Angel Morales, Elyse Zucker, Flor Henderson, Nelson Nunez Rodriguez
- Encouraging student research through effective faculty mentoring.
 NYC COLLEGE OF TECHNOLOGY, Reginald Blake, Justin Davis,
 Jonas Reitz, Jody Rosen



SESSION IV 3:20 – 4:20

GENERAL EDUCATION REFORM (ROOM AC-1E07)

- From general education to social work: A framework for conceptual continuity YORK COLLEGE, Vadim Moldovan, Franny Jimenez
- General education at Queens College: A comprehensive plan QUEENS COLLEGE, Judith Summerfield, Sue Henderson, Madhulika Khandelwal
- Mapping & modifying learning activities to incorporate "Gen Ed" competencies NYC COLLEGE OF TECHNOLOGY, John Akana, Karen Goodlad
- GenEd meets CUNY First QUEENS COLLEGE, Christopher Vickery, Kenneth Lord

TEACHING WITH TECHNOLOGY (ROOM AC-1B04)

- Building a culture of reflective practice with adjunct instructors in a hybrid course. COLLEGE OF STATEN ISLAND, William Bernhardt, Susan Holak, Gloria Gianoulis, Louise Levine
- Designing futures through digital media education. HOSTOS CC,
 Rees Shad, Catherine Lewis
- Wikipedia is NOT a reliable source: Creating spaces for under graduate research and reflection. QUEENS COLLEGE, Dominique Zino

LEARNING COMMUNITIES (ROOM AC-2A03)

- The contributions of business clubs and similar student organizations to General Education. BRONX CC, Clarence Perkins, Elsworth Brown, Kymanji Wilson, George Delgado
- Scenario planning, community engagement and reacting to the past: using national best practices to guide learning communities at Brooklyn College. BROOKLYN COLLEGE, Niesha Ziehmke, Patrick Kavanagh, David McKay
- The Hunter Horizons program: A new approach to the first year experience HUNTER COLLEGE, Rebecca Connor
- The African Diaspora in the U.S., the Caribbean and Latin America
 A senior fiet seminar at Baruch College. BARUCH COLLEGE,
 Tuzyline Allan, Elena Martinez, Sherese Francis, Portia Wallace

GENERAL EDUCATION AND THE PROFESSIONS (ROOM AC-2B07)

- Lights! Camera! Action! Using patient actors to improve communication skills. QUEENSBOROUGH CC, Barbara Blake-Campbell, Georgina Colalillo, Lisa Yonker
- Pre-service teacher preparation: The "ideal classroom" as an interdisciplinary, philosophy of education for teaching.
 QUEENSBOROUGH CC. Patricia Spradley
- Integration of experiential learning within Occupational Therapy education. YORK COLLEGE, Beverly Horowitz

INTERDISCIPLINARY CONNECTIONS (ROOM AC-1C04)

- Writing, critical thinking and information literacy: How these can work together. QUEENSBOROUGH CC, Sara Rofofsky Marcus, Bridget Orozco
- Urban studies at LaGuardia: Forty years of experiential education across the disciplines. LAGUARDIA CC, Kristen Gallagher, David Bimbi, Nicole Maguire, Christopher Alexander
- Understanding chemistry by reading history: Understanding history by knowing chemistry. NYC COLLEGE OF TECHNOLOGY,
 Peter Spellane

LITERACY (ROOM AC-1C05)

- Online Elementary Spanish reading comprehension tests as a tool for institutional assessment. BOROUGH OF MANHATTAN CC, Valerie Thiers-Thiam, Tom Means, Philippa Kim
- Cross-campus conversations: How the CUNY library departments developed common learning outcomes and assessment tools through a disciplinary advisory committee Robert Farrell (LEHMAN), Robin Brown (BMCC), Reabeka King (KCC), Scott Sheidlower (YORK)
- The many modalities of Qwriting experience: Blogging first-year composition. QUEENS COLLEGE, Steven Alvarez
- Using visual thinking strategies to develop critical thinking and English language skills for non-native English speakers QUEENS BOROUGH CC, Kitty Bateman, Margot Edlin

York College, a senior college of The City University of New York, is organized into three Schools: the School of Arts & Sciences, the School of Business & Information Systems, and the School of Health & Behavioral Sciences. Each of the Schools focuses on a set of related programs and departments, and gives expression to the College's mission.

The School of Arts & Sciences provides students with the opportunity to obtain an excellent education in the arts, humanities, mathematics, and the natural sciences. The School of Business & Information Systems introduces students to all of the fundamental business disciplines, and then allows them a wide range of choices when selecting their major field of study. Finally, the School of Health & Behavioral Sciences provides a diverse student population with programs that have received national recognition and professional accreditation.

York College offers B.A. and B.S. degrees in over 44 different liberal arts, sciences, and professional majors, including English, History, Spanish, Music, Biology, Chemistry, Psychology, Journalism, Physician Assistant, Pharmaceutical Sciences, Nursing, Aviation Management, and Communications Technology, as well as the combined B.S. /M.S. in Occupational Therapy. The College is distinguished not only for offering a variety of majors and minors in almost every discipline but also for bringing professional programs in business, accounting, information systems management, teacher education, generic nursing, social work and allied health sciences to traditionally underserved populations.

York is home to the CUNY Aviation Institute at York College, the first CUNY institute to focus specifically on aviation studies. The U.S. Food and Drug Administration's (FDA) Northeast Regional Laboratory is located on York's campus and partners with York to provide internships, collaborative research, and job opportunities for York students. It's the largest FDA laboratory in the country except for FDA headquarters in Rockville, Maryland. Centrally located in Queens, York College's 7,800 students represent a cross section of New York City's diverse population and hail from more than 117 different countries of birth and speak 79 different native languages.

The City University of New York is the nation's leading urban public university, serving more than 480,000 students at 23 member institutions throughout the five boroughs of New York City.

Acknowledgments

Sincere appreciation is expressed to the following individuals and organizations for their outstanding contributions to the success of the 7th Annual CUNY General Education Conference.

General Education Conference Planning Committee Members

Fenix Arias, Director, Testing Center; Sharon Davidson, Registrar; Dr. Dana Fusco, Acting Dean, School of Health & Behavioral Sciences, Co-Chair; Dr. Ivelaw Lloyd Griffith, Provost and Senior Vice President for Academic Affairs Dr. Nazrul Khandaker, Associate Professor of Geology, Earth and Physical Sciences, Co-Chair; Dr. Gerard McNeil, Chair, Biology Department; Larese Miller, Acting Director, Project Management, Administrative Affairs; Dr. Vadim Moldovan, Associate Professor and Director of Social Work; Dr. Beth Rosenthal, Professor of Social Sciences; Dr. Ali Sadighian, Assistant Professor of Business and Economics; Dr. Shao-Wei Wu, Coordinator of Assessment, Institutional Research and Assessment

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Sandra Regester

CUNY Office Assistant, Academic Affairs

Sherrian Grant-Fordham

Director for Events

Tanifsher Smith

Assistant to the Director of Marketing Communications

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The City University of New York 94-20 Guy R. Brewer Blvd. Jamaica, NY 11451

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