

**SED Presentation 12718**

(background dialogue; not transcribed 00:00:00 to 00:34:15)

KATHARINE NELSON: Hi everyone.

F1: Hello.

KN: So, can the people in the back hear?

TOGETHER: Yes.

KN: Awesome. Great. So, first of all just a little bit of my speaking, this is the current school of education, which, as you know, next year will be renamed to the Wheelock College of Education & Human Development session. And we've had quite a few people asking, "Does it include the human development and psychology majors?" And the answer is yes. So, I think we've, kind of, clarified those as you come in, but just to make sure that everybody's in the right place. I think you are. I'm Katharine Nelson. I work in student affairs here at the school at Boston University. [00:35:00] And I just want to give you right now a quick, little overview of what we're planning to do with this school-specific session that we have before we then send you back to the rest of your day. So, first of all, we'll have just a little welcome from our current dean then I'll talk to you a tiny bit more about student support

and involvement at our school specifically then you'll hear, sort of, an overview of academic program mapping. Then we will stop doing a big session, talking-at-you type of programming, and we'll actually break up into five smaller groups by major. And you'll have a chance then within those smaller groups to hear from the faculty about your major and ask questions. So that's what we're going to do today. So, without further ado, our current Dean of the School of Education, Boston University is Dr. Cathy O'Connor, [00:36:00] and she just has a brief welcome for you all. (applause)

DR. CATHERINE O'CONNOR: Thank you, Katharine. I'm Catherine O'Connor. I'm the interim dean, which means that I'm not going to be the dean on June first because David Chard will be the dean on June first. So as the school transitions from the school of education or SED into the Wheelock College of Education & Human Development, David Chard will be the dean. I'll still be there, and we will -- I'll be there to, sort of, help you with this transition. I was at the session earlier, and I noticed that virtually everyone said, "We want to welcome you," but also said something like, "We know this is a gigantic transition," okay. I'm going to say that again. I'm going to say we get that a lot of you may be feeling [00:37:00] kind of, "What is

going on, and what is this about? We did not expect this." Some of you have been communicating that you're feeling a lot of losses, but we also -- we want to point out, as time goes by, you're also going to discover that you're going to be gaining a lot. So, it's life, right? We have losses; we have gains. But we understand that, and we're here for you, okay? I really want to emphasize that. Sometimes great things come out of big disruptions, and we are going to do everything we can to make sure that this disruption is as smooth as possible for you. And that you're able to think about, "What do I want to get out of this? What do I want to see? What do I want to go towards?" You know, you may be looking back 20 years from now [00:38:00] and saying, "I thought it was the worst thing that ever happened, but then I went to BU and I've gotten to this, this, and this," or "I met my life partner and then I went into this field," right? So, we don't know what's going to happen. Huh?

F2: I think that's really funny. I like it.

DCO: Yeah. I think it is. I mean, right? So --

F2: It's so funny.

DCO: So, we're here to help you. We're committed to helping you find those supports. The people you're going to meet today from BU are great people, and we know the people from

Wheelock are great people, so there are lots of great people here. And, as you know, a lot of your professors from Wheelock are going to be coming here with you. They're going through their own transition, so we welcome them too. Right? Before we move on to the sessions, I want to say one more thing. You should come over to the school. So [00:39:00] the building at Two Silber Way, come over. Tell us you're coming over. Come knock on my door, room 256. If I'm there, I'll welcome you. You can see Mackenzie Morgan in her office. Where is she? In the hall?

KN: Running the event.

DCO: Yeah. Oh, she's running the event, yes. Come to Katharine's office. I think what you'll see in that building is the buildings at Wheelock are a little bit nicer than ours. (overlapping dialogue; inaudible) But if you may feel at home -- yeah. Yeah. It's older. The stairwells are kind of, you know, old. It's kind of a confusing building, but I think you'll find it friendly and just I think it's good to, sort of, come on over there. David Chard was going to be here to welcome you into the new Wheelock College of Education & [00:40:00] Human Development, but he had to go to the session at Sargent College in social work because there was not a faculty

member there representing them. So, he felt like he needed to go there, but he wanted to say, "Hi," You'll be seeing more of him. Is there a random question we could take because I'm -- otherwise, I'm going to hand it over? Yeah?

F4: Hi. Did you ask for any questions?

DCO: Sorry?

F4: You asked if there are any questions?

DCO: Yeah.

F4: So I asked them at my last session. I didn't get the question answered.

DCO: Okay.

F4: So, I was curious about the double majors. I've heard someone asking if it is honored, and I'm just curious if that's going to be (overlapping dialogue; inaudible).

DCO: So that is a much more complicated question. Okay? And we are going to answer that question. It does not have a straightforward yes or no answer, okay. And so what we're going to do is in the individual sessions, we can talk about that. And also when you are meeting in February in your private, one-on-one [00:41:00] meeting or one-on-two, you'll have a BU faculty member, probably a faculty a Wheelock faculty member there together to advise you about your transition. If you don't get the answer you need today, you will be able to ask this question 35 more times,

okay. I guarantee you. And there will be questions today that we won't know the answer to. Maybe I shouldn't have opened this door, but Katharine is --

KN: Yeah, let's get through the --

DCO: -- looking at me like, "Why did you ask that question?"

(laughter)

KN: Well, let's get through --

DCO: If there's an urgent --

KN: -- some of the urgent --

DCO: Is it urgent?

F4: I'm just confused because if we have two majors then where do we go? So where --

DCO: That's a very good, relevant question. We actually thought about that, and there's an answer for that, and Katharine is going to give you that answer. Okay?

KN: What was the question, I'm sorry?

DCO: The question was if I have two majors, which breakout session do I go to? Excellent question. So Katharine is going to address that. That was part of our plan. Okay? So, thank you [00:42:00] very much. I really look forward to seeing you in our building. (applause)

(background dialogue; not transcribed 00:42:07 to 00:42:19)

KN: Sorry. I don't know. This isn't working. Okay.

(background dialogue; not transcribed 00:42:22 to 00:42:26)

F5: It's working?

KN: Yeah, excellent. Thank you. (background dialogue; not transcribed 00:42:29 to 00:42:35) Fabulous, all right. You should test your equipment before you talk. So, I think if we can just get through all of the, sort of, overview that we have for you, we might preempt some of the questions. But to be completely honest, as you probably got a sense from Dean O'Connor's talk just now, there will be a lot that we can't tie up in a tidy [00:43:00] bow today. But at least you'll meet with people who you can then be in touch with on an ongoing basis and keep asking those questions. And as we do have more definitive answers, we'll all be in touch. But first, as I've said, I want to talk to you just briefly about student support and involvement within the school of education.

So, you'll be hearing throughout the course of the day about some of the Boston University overall supports and ways to get involved. But here at BU, we have sort of a big school and then each little school has kind of its own community, and its own organizations, and its traditions. So, I wanted to tell just a little bit about our own current traditions. And then let you know that one thing that we're really all looking forward to is working with

you who come into the new school from Wheelock to, you know, transition some of your traditions in and create [00:44:00] kind of a new community and new traditions together. But I'm hoping this will just give you a little sense of, you know, where we are now.

So, within the school of education, we have a whole student affairs staff in addition, of course, to some of the central resources that you have at Boston University. So there are people within our school; myself, some of my colleagues, Jessica right over there, Rebecca, Mackenzie who we already mentioned is running around running the event. But there are quite a few of us and we're, you know, right there in the school. So as things are happening, as you have questions, you're not sure where to go navigating the university, just want to talk about something, we're there for you right within the school. I also wanted to mention that we'll be adding some additional staff because as you can see, our student population will be [00:45:00] growing and the university knows that. And Dr. Chard has been very dedicated and really working hard to push for some new staff. So, I don't know exactly what those titles and roles will be yet. Once we know, we'll let you know. But we will be bringing on some more people



to make sure that everyone has the support that they need and deserve. Also, just to mention that within our school, we have -- our records office is sort of our in-house registrar, so if you have -- you know, you need to add a class, drop a class, things like that, you can do that right within our unit. We also have a licensure office.

So, for those of you who are pursuing teaching licensure, there will be someone there to guide you along in that process right within our school, so... And then you'll hear more about this when you're in the breakout sessions, but you'll all be assigned a faculty advisor as well. We have faculty advising at BU, [00:46:00] so you'll be assigned an advisor who's within your specific program and that'll be someone who you'll develop an ongoing relationship with. We have a pretty close-knit community structure and feel. We're a small school, and we still will be even with all of you joining us -- believe it or not. I think right now, we're the second smallest school within Boston University, so we'll still be small for BU even with you there. And so, we do develop really close relationships between staff and students, and faculty

advisors and students. And then a little bit about the involvement side.

So, I just talked a little bit about support, but there are ways to get involved too just within, you know, the ed school. So, for example, we have some student clubs and organizations that are specific to us. We have something called Transitional Mentors. These are upper class students who volunteer to be [00:47:00] paired up with first-year students, and they do some kind of a fun thing. So in the fall, they always go on a boat cruise at the Boston Harbor for example, and they do other activities. I know, yeah, it is really pool. So, all of you who come, if you'll be with us for more than just next year, you would be able to apply to be a Transitional Mentor, once you're a returning student. So these things are open to you as well.

Another example, and you'll see some of them here today, and I know some of you had a chance to meet some of them last night over at Wheelock. But at Boston University, we have organizations called Dean's Hosts in each of the individual schools and colleges. And they're kind of the school's ambassadors, you know, for events, for admissions,

that kind of thing. And we definitely want to make sure that we get some of you involved in Dean's Hosts too. So that selection process is in the fall [00:48:00] every year. So that's just something to be thinking about. It's a relatively small group, so we can't invite all of you. But we can invite all of you to participate in the process, and we absolutely want to have some of you on the Dean's Hosts next year. We have our own student government within the school as well that's part of the overall Boston University student government so that's another way that you can get involved. And then we have clubs. So currently, we have clubs that are mostly at the undergrad level, broken down by, sort of, major areas. So Elementary Ed, English, Exceptional Educators, Deaf Studies Club. So there are ways to get involved, you know, very specifically within your major or your area of study.

And then just a few examples of community activities that we tend to do on a general basis: One of them is the past few years in the winter, we've done a community read. So, we've ordered a bunch of books, provided them to students for free. We've all read usually [00:49:00] either over winter break or spring break. It's varied. We've all read them together. So last year for example, we read a graphic

novel. We read part two of *March* by Congressman John Lewis. That was awesome. It was the first time a lot of people had read a graphic novel, and we actually have one of our faculty members in literacy studies graphic novels. So she did some sessions on, you know, how to do really a close read of a graphic novel and that was very interesting. This year, I've heard that we're going to -- I don't know if this is official yet. But what I've been hearing is that we're going to read a poetic novel, so it's a novel that's written in verse. Is that official?

F5: Yes.

KN: Yeah, great.

F5: It is now.

KN: It is now.

F5: Yeah.

KN: (overlapping dialogue; inaudible) I love it. Apparently, it's about basketball.

F5: Yeah, it's a Kwame Alexander.

KN: Yes. Yeah. So, I think that'll be interesting and that'll be another new experience for a lot of us. So, we'll be able to kind of go through that together. We [00:50:00] have a barbecue every spring. The thing that's really fun about this is that it's not only students, but it's also families. So faculty will bring their children. You know,

people will bring their partners. There's a bouncy castle usually. You know, there are games. So it's just a nice, sort of informal way. The bouncy castle, I think the spoil is for you it's for the children. So, it's not for us.

(laughter) I know, it's really sad. There are always sad students.

(background dialogue; not transcribed 00:50:28 to 00:50:32)

And the last thing -- we're almost done, I promise. I just wanted to leave you with this. So, we have something every winter. We're doing it actually in about two weeks out, so in February. It's for our juniors, only the ones who are in education, and it's sort of a dedication ceremony. It's called Junior Pinning because there's a pin that they receive physically, but it's really a dedication ceremony.

[00:51:00] Here it is. There's an affirmation that they read during the ceremony, and I thought this was a nice example of the philosophy of our community. So, the affirmation says, "I commit myself to the life of an educator -- to empowering all individuals to reach their full potential, to respecting their diverse backgrounds, and to learning from those I serve. I dedicate myself to the cultivation of character, for I know that humanity

cannot flourish without courage, compassion, honesty, and trust. I commit myself to the advancement of knowledge, for I know that without it, our successors will lack both the vision and the power to forge a just, inclusive, and sustainable society. In the presence of this gathering, I so dedicate myself." So, it's a nice moment where, you know, everyone kind of pauses and reflects on the profession that they are really setting to embark on. And we do it junior year because, for most of the programs, senior [00:52:00] year is when they go out and do their full student teaching practicum. So this is, sort of, a moment to pause before going out really into the field and commit themselves. So that's all I have. I'll be around, you know, the rest of the day. But for right now, I want to turn it over to Donna Lehr, and Linda Banks-Santilli who will talk to you about the academic side of the house.

(applause)

DONNA H. LEHR: So, can we just move this [station?] over to the corner? But this is probably not inclusive of all of you and all of your interests, so --

F6: Can you go to the microphone, please?

DHL: Nobody ever says I'm too quiet, so this is unusual. Yeah, so we were just... You know, part of this merger is I sometimes talk about it as an onion that's being peeled.

And as we peel off something, we realize something else that we need to address. And we're just listening to this affirmation [00:53:00] and thinking, "We know it's not reflective of all of your goals because some of you are not going into teaching," and it, kind of, didn't occur to me until right now as we are sitting here. So, like while we were having this little side conversation about, "Okay, that's one more thing that we'll revisit to make sure it's inclusive because that's absolutely what we want to do," so... You know, like Dean O'Connor said, we don't have all the answers. We don't have everything worked out. It's a work in progress, and this will be one more area.

My name is Donna Lehr. I'm the associate dean for academic affairs and a professor in the special education program. What we want to talk about is the process that we've gone through, as we thought about the programs that you're involved in right now at Wheelock and the programs that we have here at BU. And how to [00:54:00] think about merging those two sets of programs as we become the Boston University Wheelock College of Education & Human Development. So, we're going to do a tag team kind of thing as we talk about it because one of the... So, I was thinking about this. We've met maybe four months or so

ago, and now it's like my new best friend because of the daily, frequent, at-all-times-of-day communication that we have as we're working on this together. So, we're enjoying this process as well.

So, we'll do a tag team on explaining this because we're in it together. The goal that we have is to develop programs of study for you all coming into the present school of education that enable you to meet your academic and career goals. What is it that you want to learn? Where is it that you want to go? [00:55:00] Programs that have academic integrity, you know, first and foremost, we're a college within a university, and the programs have to be a course of study -- not just individual courses but a course of study that stands together as a high-quality curriculum. Oops, sorry. It's not cooperating very well. One moment. Okay. Very good. I'm going to put it down. I'm not going to touch it. It can stay there for a little bit. That maintains the requirement for taking licensure or professional certification if that's what you're aiming toward.

So first and foremost, the university program has to have academic integrity, but we also have to keep in mind that



some of you are aiming toward licensure. The Wheelock program has been [00:56:00] approved to endorse people for licensure or certification. The BU program has. We make different commitments to the state or the governing bodies for the approval to offer endorsement for licensure or certification. So, we're looking at programs that make sure you can get your degree and you can get your certification or licensure as you intended to do. So a lot of people have worked on this.

LINDA BANKS-SANTILLI: Sure, I'll let you click. So I then also just wanted to say it's just been a pleasure working with Donna, with other administrators at BU. But mostly with your faculty that you know well -- some of whom are here this morning -- and also with BU faculty. So, this faculty has spent hours in addition to their regular [00:57:00] responsibilities meeting to try to figure this out. Teams of Wheelock and BU faculty program directors, so department chairs at Wheelock and also program directors from BU have gathered in groups. And you can see the programs that are represented; early childhood ed studies, elementary ed, special ed, youth justice and advocacy, and psychology and human development, so... (laughter)

DHL: Literally. (overlapping dialogue; inaudible) So we mean literally locked in a room for hours. We've been meeting,

and, you know, I think one of the things that we wanted to emphasize, it hasn't been BU sitting by ourselves deciding what your programs are going to be. We've been meeting with Wheelock [00:58:00] program directors and faculty. And that process has taken a long time because it is the case that you have high-quality programs, we have high-quality programs, but they're organized a little bit differently. So, the collaboration has been... We've all been complaining a little bit about the time, but at the same time, exhilarated by the opportunity to work together to do this. So, these are the steps that we've engaged in. We've looked at your programs of study and our programs of study, trying to figure out, well, what is similar about each one? What courses are (inaudible)? Some of them are easy. They have the exact title. It's like, "Yeah, I'm pretty -- we're pretty sure that's the same course." But other times, the course titles are different and so we've had to look within the syllabi to see what's covered in those courses to see where the comparable information is [00:59:00] covered. Courses that are reasonably similar, maybe not equivalent but close enough so that we can be certain that you are getting a program that has integrity and will meet the licensure requirements. Doing this one? Okay.

LBS: And as you can see, what we're heading toward are, obviously, the products. So, the program and the program maps are configured in each of the degree programs that will be coming to the current school of education when it becomes the Wheelock College School of Education & Human Development. So you can see...

DHL: Well, you can't see, but you will see.

LBS: Okay, it's a little small.

DHL: It's very small but generally.

LBS: Like on the left-hand side of policy and university requirements, on the right Wheelock requirements. And the mapping is sort of figuring out [01:00:00] for all these programs; early childhood, elementary, special ed, ed studies, youth justice and advocacy, and psychology and human development.

F7: What about child life?

DHL: So, you're aiming toward child life for a master's degree? So, right now, we're focusing on undergraduate. We'll have other sessions on the graduate program, and we've done or have been working on the mapping for child life. We're focusing now on undergraduate but we're --

F7: Child life begins in undergraduate.

DHL: Sorry?

F7: Child life. If you're in the dual degree program [thus?] mapping in undergraduate?

LBS: Yes.

F7: So wouldn't that be a part of this mapping?

LBS: Yes. It certainly is considered a part of this mapping.

We haven't listed child life as a specific degree program because, as Donna mentioned, it is a graduate program.

However, you're correct. So if you're interested

[01:01:00] in mapping your ultimate goal, you will take some corresponding courses in human development. There's a minor that prepares you for the childhood element focus.

So, we know that there's a group of people here who are declaring child development...

DHL: Child life.

LBS: Child life -- excuse me. Child life and we know that there are dual-degree students, so we have the names of the dual-degree students. And we know some of you are here, and we know that some of you will be invited to the graduate one, sort of the crossover from the undergrad to the grad. Does that make sense? You're looking a little bit confused.

F7: Right. It's because we start taking the graduate classes our senior year. And I've heard that Dean doesn't allow graduate courses to be taken by undergraduate so --  
(overlapping dialogue; inaudible)

F8: Of course not.

DHL: That's not true.

F7: That's not true.

DHL: That's not true.

F7: Okay.

LBS: So we do work in the dual-degree program. We understand that. We have those things. We've been sharing that with BU --

F8: No, no -- (inaudible) [01:02:00] so much.

LBS: And we intend to honor that -- those [crossovers?] for child life and for other dual-degree, fifth-year students.

DHL: We're doing this general right now. We're then going to break you out into smaller group sessions. Those of you who are interested in child life, go to the session on psychology and human development but also know... So, I'm getting ahead of the slides right now, but what the overall picture is, we've done this general mapping of program-to-program and the next step will be mapping of students to programs. And we know there are going to be some exceptions because people are at slightly different paths. So right now, just get the general picture and know that like I didn't know any of this, but Wheelock people know who you are and where you're going. And we've got a plan for all of you. [01:03:00]

TOGETHER: Bless you. (laughter)

DHL: Sorry?

LBS: Oh, sneezed.

DHL: Oh. (laughter) (overlapping dialogue; inaudible)

LBS: God bless you whoever that was.

DHL: Sorry. (overlapping dialogue; inaudible 01:03:13 to  
01:03:17) Oh.

KN: We go to the last slides.

F9: We have a question in the back.

F10: (overlapping dialogue; inaudible) arts and sciences were  
part of it on the school you --

DHL: Well hold on. Let me explain and then you won't be. And  
if you still are then you can tell me. So let me. I'm  
going to go back a little bit. (overlapping dialogue;  
inaudible 01:03:37 to 01:03:46) All right. Good listening,  
I like the way you're listening. Nice job. You're good.  
(laughter) Okay. So, we're starting with program-to-  
program mapping for now. We're eventually [01:04:00] going  
to do student-to-program mapping. Oh, [then?] stop, we'll  
wait. So, the first step was this program-to-program. So  
this is just a mini version of a multiple-page document,  
which you will be getting when you go to your individual  
sessions. This just happens to be the first page. It does  
say arts and sciences, and even though it's small and

fuzzy, you can see that when you're focused on that. But what you can't see because it's even smaller is -- and, you know, these are the... Just let me click through this because you saw this already, all the specific maps that we created. This thing has a mind of its own. Okay. Let me go back and look at that. What we've done in the program maps is started with looking at what does BU require for the degree on the left-hand columns, what does Wheelock require for the degree. You all have this course of study that's called [01:05:00] general curriculum. We mostly call it arts and sciences curriculum. But the general curriculum courses that you took map on to our arts and sciences part of our program. So, all of our majors take x number of credits of arts and sciences, x number of credit... So now, let me get to this next slide.

Everybody in SED takes some arts and science courses as do you. You just call it something different. They take either multi-disciplinary... You guys, some of you have multidisciplinary core requirements. We have distribution or interdisciplinary requirements, disciplinary or interdisciplinary. So, one of the problems that we are -- we've been having as we're working together is, you know, there are cultural differences, there are language differences. We've all been getting confused until we

realized, [01:06:00] "Oh, you call it this but we call it this." There's a lot of similarities between the two. So, can you hold on for... Will you remember it, your question?

F10: Yeah. It is somehow related.

DHL: Okay. All right, go ahead.

F10: Just to clarify, your arts and sciences requirements, those are Gen Eds?

DHL: Yeah, they're your Gen Eds.

F10: Okay.

DHL: Exactly.

F10: I just wanted to make sure.

DHL: Yeah, thank you. Very good question. So arts and sciences requirements, your Gen Ed requirements, multidisciplinary core are disciplinary or multidisciplinary requirements. Same thing, different terms. Professional studies requirements, what is it that's the focus of what you're learning, the how to teach kids or juvenile justice and advocacy, or, you know, the real subject matter of what it is that you're learning. Similarity between both, different words. And electives, and you know, you used the word selectives that I haven't quite figured out yet. We use the [01:07:00] word electives. We don't really mean it. It means you have a requirement to choose one of these



many options. Well, it's a requirement, but we -- it's the places where we give choice, but you still have to do it.

That's the basic outline, and I think your slides?

LBS: Okay.

DHL: It's hard? I told her I have a hard time sharing presentations, and it's playing out. So, it does say arts and science requirements, but that's because we're just talking about the first part of the page. And I just want to do it just to illustrate something. So, the BU requirements, we map alongside of the Wheelock requirements. We call one of them writing, you call it reading, writing, and speaking -- same thing, different language. We did the translation. And then we looked at what are the courses that we have as a requirement for our students in writing, [01:08:00] what are the courses that you have for writing, and match. Math we call it math, you call it quantitative reasoning and mathematical thinking, match.

F11: (inaudible)

DHL: No? You don't? Okay. So, we repeated it for all of these other areas to look for...

F11: What do you think about the subject?

DHL: Okay.

F11: We know --

DHL: Interrupt me whenever. Okay.

F11: You first.

Q: We repeated it for all of the other areas so that we can say, "Well, what is required at Wheelock? What's required at BU? How can we match each one of these?" In the next session, what we're going to do is break out into groups by professional majors, and we're going to explain to you professional majors in psychology and human development, which isn't exactly professional major, but we want your [work?] [01:09:00] to take you in. And so there'll be a session for you. And we will go over these maps. And what we're going to be showing is the program-to-program mapping for each major that matches the BU degree on to the Wheelock degree or the other way around, the Wheelock degree on to the BU degree. What you will see when you look at that is there's a tremendous amount of similarity, but there are also some differences. And the difference is primarily on how we sliced up our curriculum. And so in some cases, the maps are going to look really messy because there are pieces of three Wheelock courses that match with one BU course. Or, you know, one BU course that's cut across several of yours. But if it's a match, it's a match. Look on the left-hand side that says BU requirement if you come with those classes... Oh, I think I have a

good... Let me [01:10:00] just say one other thing and then I'll show you another slide. There are --

F12: Excuse me

DHL: -- draft matches. Hold on a second. There are draft matches. There may be some changes as we start looking at individual differences and refining our looking. We, you know, look through but -- who knows -- maybe we missed something, so consider them to be works in progress. And then know the next step is going to be the student-to-program matching. When we look at each and every one of you with your faculty and try to figure out what your program might look like. And we'll be doing, you know, small groups or individual advising to work out the program for each one of you. And then we'll be taking this program sheet and then just kind of clicking them off as done.

F12: Excuse me, so --

DHL: So --

F12: -- you said that there are three courses that might be, well, the equivalent to one of your courses. So, do we have to retake courses [01:11:00] or take more courses?

DHL: You will not. If you've taken it, you've taken it.

F13: Whose (inaudible) are remaining, BU or Wheelock's?

F: You will be getting... I'm sorry, I don't see where the...  
It kind of came from over here.

F13: Hi.

DHL: Thank you. I know the general region. I have to figure out where. You will be getting a BU degree, so it's BU requirements. But we look at --

F13: So --

DHL: -- Wheelock requirements, and how they match BU requirements.

F13: Are there going to be more BU requirements that I should have taken earlier?

DHL: No. No.

F13: So whatever I took, now it's rolling over to your requirements?

DHL: As long as you pass the course, yes.

F13: Well -- (overlapping dialogue; inaudible)

DHL: Yes.

F14: (inaudible)

(background dialogue; not transcribed 01:11:40 to 01:11:47)

DHL: Question? (background dialogue; not transcribed)

F15: When does this all start? Because I know Wheelock is (inaudible). But I'm seeing like we need, I think, a 34-credit we got to do at Wheelock, and it's like 126 here. How many credits do I need this semester right now [01:12:00] to graduate, and where am I graduating from?

DHL: I'm sorry. What year did you say you were?

F15: Senior.

DHL: So, the merger doesn't happen until June first. Graduation is May, so you will be graduating. Assuming you -- excuse me -- meet Wheelock requirements, you will be graduating from Wheelock.

F15: Because Wheelock is on... That I have eight credits that I could take those over this summer. Is what they're saying going to also applies to BU? Like is BU going to honor that Wheelock says okay to walk with your class and take those last two courses over the summer online and transfer those in? Is that still going to apply with BU? Or is BU going to tell me, "No, you have to come back to school?"

LBS: It makes sense to me. I think what you're saying is that you're anticipating the commencement in May, but you have a few courses to finish off, and you would be graduating in August?

F15: Yeah.

LBS: And because that's over the June first merger date, you would graduate from Boston University. [01:13:00]

F15: And BU is going to honor that I would take --

LBS: Yes. So that, we're working on the summer offerings right now today, like over lunch. So, we have the list of the summer offerings that have been supplied to us by the Wheelock department chairs. Just to go back a bit, Donna

was saying, you know, if you complete your degree requirements at Wheelock, and it's before June first, you would earn a degree from Wheelock College. But if you're continuing to fulfill those requirements beyond June first, you would earn a degree from Boston University.

DHL: So, in the next session what we will be doing, you'll meet by your professional program area. They will go over the details of the maps, and you'll have a hard copy in your hands so that you can take a look at. We know it's really hard to see it up here. You can look at it. We also know there will be individual differences and so [01:14:00] that the next session may or may not be the right time to talk about those individual differences. But know that within the next couple of weeks, there will be the time to do that. We will either come to you and try to meet in some of your existing classes to make it easy for you if the faculty will give us some space in your classes. Or we will set up some sessions here, and we'll sit down with you and help articulate for each one of you what is required. Maybe one more question and then we'll break out into groups? Yes?

F16: My (inaudible) graduate like next year at Wheelock, but BU, the requirements that I didn't meet are BU's, and I have to

take BU classes to meet their requirements. Then I have to stay an extra year to complete --

DHL: No, you won't have to stay an extra year. If you are on course taking the right number of credits intending to graduate in [01:15:00]-- what year is this -- you know, May of '19, we will graduate you in May of '19.

F16: Okay.

LBS: The courses you're scheduled for this semester, you shouldn't be making any changes with those courses, okay? BU is honoring those courses.

F16: Right.

F17: But they're not honoring...

DHL: Okay. I said one more question, so let me keep it at that because we do need to break up into groups? Yeah. So, what... I think there's one (inaudible), yeah?

KN: Hi, friends. So from here, we're going to go into the academic breakouts. So, these are the different breakouts. And we're going to release so that you're not all going to have to stay back. We're going to hold these, kind of, by groups. So I'm going to ask --

F18: I can't hear you.

KN: I'm going to ask for the psychology and human development group to stand up --

F18: What if you're a double major? [01:16:00]

F19: Yes.

KN: So you here, go back to the line. You, you get to choose.

F20: (overlapping dialogue; inaudible) What if you're a double major?

KN: You get to choose which group you want to go with.

(background dialogue; not transcribed 01:16:08) So you should be choosing your professional major. If you're a double major, go with your professional major. (background dialogue; not transcribed 01:16:23 to 01:17:06) All right. If you are elementary and special ed, now you'll go to your calling.

F21: Yeah. So, I think that's --

(background dialogue; not transcribed 01:17:14 to 01:18:17)

KN: All right. Youth justice and advocacy, you're going to go to room B25A.

(background dialogue; not transcribed 01:18:23 to 01:18:56)

KN: All right, early childhood education, you're going to go to B25B. (background dialogue; not transcribed 01:19:00 to 01:19:24) And then anyone else who is educational studies or you're still undeclared and you're not sure, follow Dr. Dean Lehr.

(background dialogue; not transcribed 01:19:36 to 01:19:41)

KN: You guys really (overlapping dialogue; inaudible) yourselves right now into that space.



F22: You know I did want to --

M1: I mean all that --

F22: Good job.

KN: Thanks. I'm not used to having (inaudible) to yell.

F22: Oh, I know. They're loud.

KN: And I don't think keep room acclimates well, like hearing

[01:20:00] my voice well.

(background dialogue; not transcribed)

F23: Keep it. Oh.

F24: Hey.

KN: Hello.

F24: Hi. Better than Wednesday?

KN: Actually, yes, much better than Wednesday.

F24: That's good. (inaudible)?

KN: No, that didn't feel great. Yeah but still much better  
than Wednesday.

JESSICA: Hi, I'm Jessica.

LIZ: Liz, so.

J: Nice to meet you.

L: Nice to meet you. (overlapping dialogue; inaudible)

F25: You haven't actually met Barry (inaudible).

F26: Nice to meet you.

F27: Nice to meet you.

KN: Nice to meet you. I work in (inaudible), so.

F28: Yeah.

KN: Yeah.

F29: Yeah. It was better, but I think the degree is just -- I mean (inaudible) double major thing (overlapping dialogue; inaudible).

KN: Which I don't think that they understand that you get only one degree, and it's about how we package (inaudible) get it?

F30: You only get one degree, right.

KN: Exactly.

F30: And double degrees.

KN: They don't understand that. All they hear is you're taking this from me and then you're (overlapping dialogue; inaudible). [01:21:00] Hold on.

F30: Okay. (overlapping dialogue; inaudible).

KN: Oh, I did it.

F30: Oh.

KN: We're now on the faculty, so... (overlapping dialogue; inaudible)

F31: We stay and then we (overlapping dialogue; inaudible) under that as well.

F30: (inaudible) just says (overlapping dialogue; inaudible).

F31: Okay. So I sat -- (overlapping dialogue; inaudible)

F30: Who are you? (overlapping dialogue; inaudible)

F32: Oh hello.

F33: Hey. How are you?

F34: Good.

END OF AUDIO FILE