



Northeastern University

Student Government Association Senate
Legislation

Student Government Association

April 21, 2000

SGA Resolution & Report: Endorse Academic Evaluation Recommendation

Student Government Association, Northeastern University

Recommended Citation

Student Government Association, Northeastern University, "SGA Resolution & Report: Endorse Academic Evaluation Recommendation" (2000). *Student Government Association Senate Legislation*. Paper 118. <http://hdl.handle.net/2047/d20004504>

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SR: SP-00-02

WHEREAS: President Freeland has asked the Student Government Association to examine the current status of academics at the University **AND**

WHEREAS: The Student Government Association during its April 20, 2000, meeting had a discussion about academics **AND**

WHEREAS: It was clear that there are areas that could be improved **AND**

WHEREAS: The Executive Board of the SGA has summarized the results of that discussion in a written report that details areas that need to be addressed, **THEREFORE BE IT**

RESOVLED that the Student Government Association **ACCEPTS** and **ENDORSES** the attached report to accurately reflect the opinions of Northeastern students and **MOTIONS TO TRANSMIT** these recommendations from the President to the Provost so that the concerns outlined in the report will be addressed.

Theodore Miller
Vice President for Academic Affairs

Beth-Anne Dancause
President

Date: _____
Vote: Yea _____
Nea _____
Abstain _____

Attest: _____
Vanessa Vernon
Vice President for Administration

TO: President Richard Freeland
FROM: Student Government Association
Executive Board
RE: Academic Evaluation
DATE: April 21, 2000

As per our April 10th meeting, the Student Government Association Executive Board has continued the discussion of academics with our Student Senate. The April 20th SGA discussion on improvements in academics that students would like to see. Outlined below are several of the main areas that we, the Student Government Association, would like to see addressed by the Provost.

- ***Quality of Courses:*** Students would like to see a continued emphasis on making connections between academic work and co-op experiences. Some expressed concerns over the fact that some classes do not reflect what is current within the field. The difficulty of courses also varied from department to department and from professor to professor. Other student concerns centered around the lack of interdepartmental courses and the “rushed” nature of many courses. Honors students also felt that some honor courses lacked in quality and that there was a need for an increase in the number of honors courses offered.
- ***Technology:*** There appears to be a lack of consistency in the use of technology in the classroom across colleges and majors. This applies to both the use of technology by teachers during class lectures and discussions as well as use by students outside of class. In particular, students within the College of Arts & Sciences felt that they were at a disadvantage compared to students in the College of Business Administration. This was attributed to the fact that many of the classrooms that A&S courses use are not technologically equipped.
- ***Course scheduling and sequencing:*** Students reemphasized the importance of not having academic commitments scheduled during the activities period. This is a particular problem in the sciences where required labs and clinical experiences are scheduled during the activities period. Students would also like to see greater consistency in when a particular course is offered so that they can plan their curriculum in advance. There is also a need for the core curriculum within each college to be updated so that courses that are no longer offered are removed from the core lists. Another concern centered around the need for course descriptions to accurately reflect the content of the course.
- ***Introductory Classes:*** Students would like to see more senior level faculty teaching introductory courses. Class size was a concern as some felt “lost” or disconnected to the professor in introductory class settings because there were so many students assigned to a section. Another recurring concern was that the material taught in introductory classes was later covered again in upper level classes. Students felt that this redundancy could be eliminated with better communication between professors within departments.
- ***Teaching:*** The major concern regarding teaching was the quality of part-time teachers and teaching assistants. Students expressed frustration over language barriers between students and teaching assistants. There was also concern over the lack of communication between professors and teaching assistants about class material and expectations.
- ***Quality of Classroom Facilities:*** Students were concerned about overcrowded classrooms in which there were not enough seats for every student taking a class. There was also a concern about the inconsistency among the colleges in the use of technologically equipped classrooms. Students were very concerned about the actual physical set up of some classrooms (Kariotis, Snell Library, Mugar), where the facilities were not conducive to learning.