**Graduate Studies Committee**

**Report to the NJCU University Senate**

**April 25, 2016**

The Committee met on Friday, April 22, 2016. We reviewed and recommend for approval:

**College of Professional Studies**

These courses were proposed by the Department of Criminal Justice, and were analyzed by the committee, who now recommend them to the Senate for approval.

**Course Information and Description:**

***Crime Analysis: From Theory to Practice in Law Enforcement***

600 level: 3 credits

**Enrollment Cap**: Will be offered in the Dual track format: Cap of 40 (20 per section)

**Description:** This course provides an introduction into the relationship between

risk and crime, and will instruct students on the theoretical underpinnings underlying

crime analysis and some popular quantitative methods used by law enforcement agencies.

Quantitative methods to be examined include the calculation of offender, temporal and

spatial risk in crime.

**Prerequisites**: Bachelor’s degree; Admission into graduate program in Criminal Justice.

**Rationale:**

 The purpose of this course is to provide an in-depth understanding of risk and

crime for graduate students. Moreover, the course will familiarize and train students on

the use of different types of technology practitioners currently employ to calculate and

communicate risk. There is currently no course offered for graduate students that

examines the interaction between risk and crime. The field of criminal justice is

changing drastically. Today, police departments from across the United States rely on

various electronic software programs to estimate risky locations, facilities, offenders and

victims (e.g. SPSS and GIS). For many law enforcement agencies, the need for

collaborative crime research is very much visible today.

**Course Information and Description**

***Qualitative Research Methods for Program and Policy Analysis***

600 level: 3 credits

**Enrollment Cap**: Will be offered in the Dual track format: Cap of 40 (20 per section)

**Prerequisites**: Bachelor’s degree; Admission into graduate program in Criminal Justice.

**Description:** The course will instruct students on qualitative methods for the purpose of program and policy evaluation. Interpretive policy analysis will be used to examine program or policy effectiveness. Qualitative research methodologies to be examined include case study, content analysis, ethnomethodology, focus groups, interviewing, and action research.

**Rationale:**

As practitioners, our students will be required to work within public or private organizations that typically have little funding. Employees in criminal justice or criminal justice related organizations are often required to find funding for new or existing programs. Part of this task is to understand how to conduct evaluations of programs and policies. Furthermore, these organizations typically do not have sophisticated data processing programs. As a result, employees (our students) are often forced to find effect ways to determine policy or program needs and effectiveness. Qualitative research methods gives employees these tools. Qualitative research methods focuses on the meanings of policies as expressed by the language, values, symbols, and frames of the policy communities. These communities include the policy makers, policy implementing agency, and the policy clients. Instead of solely engaging in number crunching and not understanding the reasons why the agency is faced with various outcomes, interpretive policy analysis via qualitative research methodologies allows the employee to reveal the gap between the policy as it is written and the policy in action. Examining the policy in action allows the agency to understand the dynamics of the policy as it is implemented, its successes and its failures. This allows the agency to be in a better position to improve its effectiveness. This course will place emphasis on qualitative research methodologies that can be achieved within any organization. They include content analysis of official and unofficial documents, ethnomethodology via interviewing (formal and informal), focus groups, and participant and non-participant observation. These skills are very marketable and can bridge the gap between academia and the criminal justice field.

**School of Business**

 **New Program: MS in Business Analytics and Data Analysis**

The Master of Science in Business Analytics and Data Science program was created to satisfy current trends in business needs and to give students career opportunities in the lucrative field of Data Science. As the head of Gartner Research, Peter Sondergaard, said “Information is the oil of the 21st century and analytics is the combustion engine”. This quote succinctly captures the importance of data and data analytics in the 21st century. The amount of data produced every day is exploding. The Executive Chairman of Google, Eric Schmidt’s quote “There were 5 Exabytes of information created between the dawn of civilization through 2003, but that much information is now created every 2 days.” captures this meteoric rise in data generation in eye-popping fashion. Big Data and Data Analytics is transforming the world that we live in. Thus it is imperative that academic institutions prepare students for the data revolution.

The Master of Science in Business Analytics and Data Science program will prepare students with the skills needed to gather, store, analyze and interpret large amounts of data in order to make business decisions. The program is designed to cater to the burgeoning need for analytics and data science professionals in various industries such as finance, marketing, retail and accounting.

The business analytics and data science master’s program at NJCU reflects the university’s commitment to empower a diverse, underserved population and be an institution of higher education nimble in its response to dynamic 21st Century opportunities and challenges. The program also underscores the resolve of the NJCU School of Business to be a data-driven institution.

The program will be fully geared towards practice. Students learning experiences will be grounded in real world contexts. Students will learn analytical skills and use software tools that are currently popular in the industry, to find solutions to business data analysis problems that are commonly encountered in practice. Students will also learn the ethical responsibilities of working with large amounts of data, which in many cases could be private. This master’s program will offer an attractive progression for undergraduate students in computer science, mathematics, statistics, economics, management, marketing, finance and accounting. Graduates of the program will be thoroughly prepared to take on the role of a data scientist in the industry.

The program will also prepare students to take the Certified Analytics Professional (CAP) certification.

Attached: Program Proposal (19 pages)

The committee recommends approval of this program.

Respectfully submitted, Graduate Studies Committee

Rosilyn Overton, Chairperson

Helen Friedlander

Siyu Liu

Freda Robbins

Carrie Robinson

Chris Shamburg

Bernadette Schery, Student Representative