UNIVERSITY OF MINNESOTA
Graduate School

Minutes of the Executive Committee Meeting
Tuesday, April 13, 1976
11:30 a.m. 626 Campus Club

Members present: Faculty representatives--John Darley, Larry McKay, Robert Schreiner, Peter Reed, and Lanny Schmidt; Student representatives--Harriet Lewis, Richard Zera, and Sue Erkel; Administrative representatives--Warren Ibele, Chair, Edward Foster, Andrew Hein, Harry Lease, and Kenneth Zimmerman; Civil Service representative--Ruth Chovancek; Staff--DeeAnn Olsen; Secretary--Beverly Miller

I. REPORTS FOR INFORMATION

A. Dates for the Spring Quarter Meetings

Dates for the spring quarter meetings were set for Thursday, May 20 and Thursday, June 10.

B. Appointment of the "Graduate School Ad Hoc Committee Concerning Opportunities for Graduate Study"

Dean Ibele said that the Graduate School Ad Hoc Committee Concerning Opportunities for Graduate Study has been appointed and would be chaired by Professor Norine Odland. Professor Odland was to meet with the deans before initiating meetings of the Committee.

C. Bylaw to Define a Special Non-Advising Category of Graduate Faculty Membership

Dean Foster discussed his draft of a possible bylaw to define a special non-advising category of graduate faculty membership. There was a discussion of the need for this category. It was suggested that consideration of this proposal await action on the bylaw for graduate faculty membership which is under discussion. Hope was expressed that resolution of these issues would be forthcoming in the near future; the importance of finalizing arrangements with regard to the new graduate faculty structure as soon as possible was reiterated.

D. Proposed Policy Regarding Form of Graduate School Thesis

Dean Foster reviewed the background for his draft proposal for flexibility in the format in which theses are submitted. It was recommended that the Councils discuss the proposal and advise the Executive Committee. The item will be carried forward.

E. Review of the Educational Administration Pilot Program for Administrator Development at Rochester

Dean Zimmerman reported that the special "Pilot Program for Administrator Development" in Educational Administration, which was approved for a limited time with the understanding that a review would be conducted at the end of three years, was being referred to the Education and Psychology Policy and Review Council for that review. The item will be carried forward, pending a report from that Council.

F. Bylaws for Graduate Faculty Membership, and Criteria for the Review of Nominations

Dean Ibele mentioned that some responses had been received from the Councils with respect to the bylaw for graduate faculty membership. He wished to remind the remaining Councils that responses were needed. Professor Darley mentioned that his Council had adopted a simplified bylaw on which they ask the endorsement of the Executive Committee before it goes to the Dean for approval.

G. Criteria for the Review of 8-Level Courses

Dean Ibele also reported that only some of the responses had been received with respect to criteria for 8-level courses and asked that the remaining Councils address the matter as soon as possible. Professor Darley raised the issue of the 5-level courses which had come before the Executive Committee earlier. Dean Ibele added that the guidance of the Councils was sought in developing a communication to undergraduate collegiate units with regard to such courses.

H. Fellowship Awards

Dean Foster said that special funding for 20 new Graduate School fellowships had been obtained. Procedures for distributing these were being worked out. He said that it was expected that the Fellowship Committee would review the fellowship renewal requests by the end of April or the first part of May. He indicated that there were no funds available for new awards for old students.

I. Council of Graduate Students

Sue Erkel reported that Ms. Karen Hawley and Ms. Mindy Mitnick had been named president and vice president-elect, respectively, of the Council of Graduate Students at its last meeting. She said that

COGS may be reviewing its structure in the near future and is still researching the question of the proper direction for its efforts on behalf of graduate students. COGS will be hosting a conference of Big Ten representatives in May.

Dean Zimmerman mentioned that the Graduate School was having difficulty in identifying students interested in serving on program review committees and concluded that it might be necessary to revert to the use of committees made up exclusively of faculty. Ms. Erkel agreed that this had been a problem and that COGS would do what it could about the situation.

J. Proposal for the Master's Degree in Criminal Justice Studies

Dean Ibele reported that the proposal for the establishment of an M.A. degree program with a major in the field of Criminal Justice Studies had been approved by the Board of Regents at its April meeting. (Copy of proposal attached with these minutes.)

K. Executive Committee Endorsement of Credit Hour Tuition

The endorsement by the Executive Committee of credit hour tuition for the Graduate School had been forwarded to Academic Administration Dean Ibele said, and had been sent on to the Fees Committee with its support.

II. FOR DISCUSSION

Membership Rotation on the Policy and Review Councils

A question was raised about possible membership rotation systems on the Policy and Review Councils. The endorsement of the Executive Committee was sought and granted for the submission of such proposals in accordance with the provisions of the Constitution.

III. FOR ACTION

A. Vocational and Technical Education Special Services Agreement

Professor Schreiner reported that representatives from the Department of Vocational-Technical Education had appeared before the Education and Psychology Policy and Review Council to respond to questions on the Vocational and Technical Education Special Services Agreement. Questions about quality control and the number of faculty and students involved had been raised in his Council. The

proposal was approved for forwarding to the Executive Committee in part because of its relationship to the work of the Ad Hoc Committee on Opportunities for Graduate Study appointed recently by Dean Ibele.

It was pointed out that the Board of Regents had approved the Special Services Agreement but that Agreement was not restricted to graduate students and did not specifically mention a graduate course commitment. Professor Schreiner said that he thought the proposal before the Executive Committee, which includes a waiver of the 12-credit CEE transfer limitation, grew out of the Special Services Agreement. Dean Hein mentioned that he had met with Professor Pucel to draft instructions to students and these instructions were specific in setting forth the existing credit transfer limits. Professor Schreiner said that approximately 400 of 2,000 students indicated an interest in graduate credit and 150 of these were reportedly already in the Graduate School. It was moved and seconded that this proposal be tabled pending the completion of the work of the Ad Hoc Committee on Opportunities for Graduate Study. The motion to table was approved unanimously.

B. Proposal for a Change in Major Designation from Speech Science, Pathology, and Audiology to Communication Disorders

The proposal of the faculty in Speech Science, Pathology and Audiology to change that major designation to Communication Disorders (to coincide with the name of the department and to reduce confusion) was approved. Notification of the change in the title will be forwarded to the necessary units. No further approval is required as this change constitutes no change in the program.

C. Proposal to Expand the Graduate Program in Physiology

Dean Ibele asked that the proposal for the extension of the Minneapolis/St. Paul Physiology graduate program to include students and faculty at Duluth be added to the agenda. The proposal was tabled at the February meeting of the Executive Committee pending further discussions by Dean Ibele with Professors LaBree and Shapiro. Dean Ibele indicated that he had no further reservations about the program, which had been favorably recommended by the Health Sciences Policy and Review Council. The proposal was removed from the table and approved unanimously.

The meeting was adjourned.

UNIVERSITY OF MINNESOTA
TWIN CITIES

Department of Criminal Justice Studies
Social Sciences Building
Minneapolis, Minnesota 55455

21 March 1975

Professor Edward Foster, Chairman
Social Sciences Policy and Review Committee
University of Minnesota Graduate School
322 Johnston Hall

Dear Professor Foster:

Thank you very much for the opportunity to appear before your committee to explain and answer questions concerning the proposal for a Master of Arts in Criminal Justice. We have taken the suggestions which your committee made and we have, I hope, responded to them appropriately. We have not in every case altered the program where it has been suggested but we have appreciated the help which many of the suggestions gave. We feel your questions have sharpened our own perceptions and that they have helped to improve the program in many ways. Although the changes are incorporated in the revised proposal which accompanies this letter, I will try, in this letter, to respond briefly to the matters discussed as they are listed in the Minutes of the March 6, 1975 meeting. I will refer to the appropriate section in the revision where appropriate. I hope that this will make it possible for you to call your committee together at the earliest possible time. I am certain that it would not only alleviate the growing anxieties of our outside advisors but it would be extremely helpful to have the proposal on its way before the final crunch of budget negotiations comes in the legislature. I have already appeared before the legislative committees once but they still have revisions to do and have asked me to keep them advised of the progress of the program throughout the spring. Nothing would be more helpful than a special meeting of your committee to give our request a needed boost. Thank you for any help you can be in this respect. I now proceed to answer your inquiries:

1. I have asked the appropriate units to write letters to you explaining our discussions and their nature. The units most directly connected are Public Affairs and Industrial Relations. Both have given verbal support and should be writing to you soon concerning the relationship of our program to their units.

2. We have now at least some definitions of our core seminars which I have attached. Of course, they are not full-blown course

proposals, since it is difficult to get faculty to write such detailed accounts when it is not yet certain that such seminars will, in fact, be offered. I hope the descriptions attached to the revised proposal as Appendix B will be sufficient to give you some idea of what we are attempting to do.

3. The revised proposal sets out specifically a major and some suggested minor areas and should, therefore, clear up any problems about distribution of courses amongst various disciplines. See section on Content in the revised proposal.

4. Although the faculty has agreed to allow Plan B as an option, neither the faculty nor the outside advisors who are themselves criminal justice professionals perceive a contradiction between Plan A and the objectives of our program. We are all firmly committed to an academic program and do not wish to offer the type of professional-technical degrees offered elsewhere. We do not perceive a contradiction between interdisciplinary programs and academic ones and do not believe there is a necessary association between professional and interdisciplinary approaches. We do, however, believe that in some cases Plan B which offers the opportunity for more breadth of coverage will be appropriate to some students interests and we would not wish to preclude such a course of study.

5. See 4 above.

6. The course requirements have been changed in the revised proposal to fit more closely the general guidelines in the Graduate School Bulletin. See section on content.

7. As a beginning the faculty has agreed to give six of the nine positions to agency personnel and the remaining three to beginning graduate students who are not in criminal justice agencies.

8. Criminal justice agency heads have assured us that they will make it possible for their personnel to take courses and work toward the Master's degree. In other words they see it as a benefit which they are prepared to adjust schedules in order to accomodate.

9. The revised proposal has more specifically delineated the major field--which will contain a core of courses which deal with the broad definitions of criminal behavior, their socio-legal context and issues and problems connected with those definitions and the criminal law. Furthermore, specific minor fields have been suggested in order to give a clearer notion of the options available to students pursuing the degree.

10. The admission standards to be employed, as set out in the revised proposal will include the minimum GPA of 2.80 and the others set out in admission requirements in the revised proposal.

11. The new courses to be offered at the 8-XXX level will

be restricted to graduate students and where subject matter seems to overlap the level of the course and difficulty of materials to be mastered clearly warrants two courses at different levels, even if they deal with similar subject matter.

12. The attached course descriptions, although most are brief for the reasons mentioned in 2 above, should give the committee some notion of what the courses will be like.

13. The Dean of CLA is aware that a reduction in undergraduate instruction will take place in order to implement the new program, even if additional funds from the legislature are forthcoming. However, departmental restructuring as set out in the section in the revised program on costs will minimize that impact.

14. The revised proposal has taken into account the committees suggestions concerning minors and has adopted the more traditional distinctions concerning them. See section on content.

15. The Department's faculty and our advisory committee is firmly committed to the concept of an MA degree in order to make it what it is in fact going to be--an academic program. It is not a professional degree, even though professionals will be enrolled in it. All of us believe that the best professionals are those whose education in the University is academic. That is not to say that an academic program is the only way to go; it is the type of program we wish to have and to reflect that we feel strongly that the degree should be one in Arts, not a professional degree.

I hope that the Department has sufficiently answered your inquiries and that the response will enable you to call your committee to an early meeting for action on our proposal. Thank you once again for any help you can be in this matter.

Yours, sincerely,

Joel Samaha
Chairman

JA/km

I The Need for a Master's Degree in Criminal Justice Studies

A. Student demand is apparent from the constant and persistent requests which emanate from students already enrolled in the University and from those around the state and elsewhere in the U.S. In addition, inquiries are continuously received from foreign countries. The department receives at least three requests each week which relate to a graduate degree. The background of these students is varied. Some are undergraduates who want a professionally oriented degree which will enable them to get into police, courts and corrections with high qualifications. For the most part this group has taken our undergraduate courses and has been motivated to do advanced work in this area. Others are law students who are interested in criminal justice and who wish to develop their professional skills which relate to it. Still others, and a large number, are already in the Criminal Justice agencies either as policemen, probation and parole officers or corrections counsellors who, in order to advance to middle management or supervisory positions need to work toward a master's degree. Finally, there are a considerable number who wish to teach in other criminal justice programs at junior college and state college levels. The need for such instructors, especially if they have had some experience as police officers, prosecutors, judges or corrections workers

continues to grow and the department has been asked to support a program to train criminal justice courses instructors. There is, therefore, absolutely no doubt that, if a program were offered, the demand from students would be a heavy one.

B. The University is a unique place for the program. Although other degree and graduate programs in criminal justice studies exist both around the country and within Minnesota at Mankato and St. Cloud State Colleges, the University is the only place where the highest level of professional training can take place. In the first place, its geographical location puts it in the position of being the only institution near enough to the center of criminal justice activity to take full advantage of the opportunities which the metropolitan area provides. What is more, the Criminal Justice Studies department at the University of Minnesota is one of the few programs in the country which includes a psychiatrist, a psychologist, and several lawyers as well as sociologists, historians, criminologists and criminal justice professionals (see section on faculty). The resources of the metropolitan area and the University's colleges and professional schools therefore make it possible for the Criminal Justice Studies program to meet the requirements of highest professional competence.

C. The demands of criminal justice agencies. The master's program in Criminal Justice Studies, like the undergraduate program before it, has been the product of cooperative efforts between the University and the community outside. The department itself was formed only after the faculty and the criminal justice agencies agreed on a program which would meet the demands of the agencies while fulfilling the highest standards of liberal arts scholarship. The same has been true of the development of the master's program. During 1974, the heads of several criminal justice agencies in the state began asking Criminal Justice Studies faculty why the University offered no degree program for graduate students in Criminal Justice Studies. A meeting was called and all Criminal Justice Studies faculty members met with the then Deputy Chief of the Minneapolis Police Department Jack Jensen, Kenneth Schoen, Commissioner of Corrections, Jay Lindgren, Director of the P.O.R.T. program in Rochester, Eugene Burns, Chief of the Ramsey County Probation Department, Jack Morse, New Hope Chief of Police, David Gorski, Director of Public Safety in Golden Valley, and Lawrence Harmon, Director of Continuing Education for the Minnesota Supreme Court. The need for a master's degree, the kinds of courses which might be included and the audience it might reach were the focus of a general discussion. The upshot of this meeting was an enthusiastic commitment by everyone involved to continue the discussions in a more structured manner and an ad hoc

committee was established, composed of all persons present at the initial discussions. Meetings continued throughout 1974. At the most recent meeting the program submitted here was reviewed and approved by the CJS faculty and the above mentioned criminal justice agencies and program directors. The proposed degree program, therefore, is the result of a cooperative effort between the University and the criminal justice professionals and it represents a unanimity of purpose between them as well. It is intended to be a joint effort which will benefit all. This point is, perhaps, best illustrated by noting that every member of the committee who is a criminal justice agency head has enthusiastically accepted our invitation to play a continuing role in the program. Their willingness to attend meetings throughout the summer when they had other heavy commitments and Chief Jensen's continued attendance at meetings after he became chief of police are strong indicators that they will continue to participate actively and that we will have a healthy interchange between scholars and practitioners, all of whom are concerned about the problems of crime and the administration of criminal justice in the state of Minnesota.

II Objectives of the Master's Degree in Criminal Justice Studies

A. Broad philosophical background in understanding criminal justice studies. The program will provide a broad

interdisciplinary understanding of the criminal justice system and approaches to questions of criminal policy. All members of the ad hoc committee strongly recommended that students have broad historical, psychological, sociological, administrative, and legal perspectives on criminal justice issues.

B. Administrative expertise. Candidates will have to gain a proper respect for and competence in understanding the administrative side of law enforcement, adjudication and correction. The members of the committee who are agency heads stressed once again the need for looking at the administration of criminal justice in the broadest possible context.

C. Evaluation. One of the most critical problems facing public policymakers today and particularly those in criminal justice agencies is the lack of expertise available to undertake the evaluation of their programs and practices. While the CJS master's program is not intended to be a training program for evaluation researchers (such training is or is expected to be available in the School of Public Affairs, the Sociology department and other graduate departments) a basic understanding of evaluation research is needed by criminal justice professionals.

D. Innovation in the administration. It is not enough to try to change, through careful evaluation, current programs. New alternatives have to be suggested. One of the

major objectives of the Criminal Justice Studies M.A. program will be to expose students to the whole range of alternatives available for modifying or replacing programs and practices. The Department of Criminal Justice Studies is, at the present time, advising individual members and several committees of the Minnesota legislature about new proposals and recommendations to be reviewed by them during the 1975 session. These include the closing of state prisons, enhancing community-based programs, developing programs for sex offenders and for dealing with victims of sexual assault. Our suggestions for innovations come from around the U.S.A. but perhaps more importantly from the advanced programs which have been developed in the Scandanavian countries and Holland.

E. Secure an impact on criminal policy making. By exposing students to the broadest possible range of ideas in the administration of justice; by encouraging training in public administration as it relates to the criminal justice system, ; by making them sensitive to the critical importance of evaluation and helping them to gain the understanding necessary to understand and interpret evaluations of existing or experimental programs; by exposing them to a broad range of program and policy innovations not only from other countries it is hoped that students will become part of the growing number of criminal justice

administrators and professionals who are committed to reform of outmoded, ineffective and unjust applications of criminal "justice" in this country.

III. Content

The degree in Criminal Justice will be a Master of Arts. The faculty of the department and the advisory committee of outside criminal justice heads agreed that the students who seek this degree ought to have an academic as opposed to a professional degree, even though a large share of the candidates for the degree are likely to be professional people. Around the country there is a basic distinction in programs which are professionally and even technically oriented and those in which the emphasis is predominantly academic. We wholeheartedly adopt the position that an academic degree will best serve the needs of the professionals, the undergraduates and the faculty involved. Therefore, candidates will be strongly encouraged to follow Plan A in the Graduate School which seems best suited to an academic degree program. However, the department does not wish to rule out completely the Plan B option and therefore, proposes to permit Plan B as an alternative upon petition to the faculty of the department which indicates specific reasons for following that route. For example, if a student is more interested in gaining a broader, if less comprehensive, understanding of criminal justice and

the fields related to it, then the faculty would approve Plan B.

Plan A

Students are required to take 20 credits in Criminal Justice, to be distributed as follows:

Required: Core Sequence

CJS 8xxx Research in Crime and Social Control (4 cr)
CJS 8xxx Seminar in Criminal Law
CJS 8xxx Seminar in Crime and Social Policy

Electives: From the following courses, the student must choose at least two courses, or their equivalents.

CJS 8xxx Police and Society
CJS 8xxx Criminal Procedure
CJS 8xxx White Collar Crime
CJS 8101 Legal Socialization
CJS 5113 Community Based Corrections
SOC 5105 Contemporary Penology
CJS 5120 Comparative Penal Policy

All students must complete at least 8 credits in a related field. As examples of related fields and in concert with the department's commitment to an interdisciplinary approach to criminal justice, the following are suggested but by no means exclusive. Students may work out other related fields with their advisors, subject to departmental approval.

1. Public Administration

SOC 8415 Theories of Social Organization
BA 8001 Fundamentals of Management
BA 8004 Advanced Topics in Management
IR 8002 Industrial Relations Systems: Labor Markets and the Management of Human Resources

IR 8003 Organization and Staffing
IR 8004 Organization Theory and Analysis
IR 8005 Employee Compensation and Reward
IR 8006 Labor Markets: Processes and Dynamics
IR 8007 Collective Bargaining Negotiations: Processes in the Public and Private Sectors
PA 8325 Confrontation, Participation and Government Decision Making
PA 8501 Seminar: Local Administration
PA 8502 Seminar: Local Administration
PA 8261 Social Welfare Administration
PA 8315 Public Manpower Policy
PA 8210 Administrative Agencies in the Political Process
PA 8211 Administrative Theory and Behavior
PA 8311 Legal Environment of Public Administration
PA 8321 Intergovernmental Administrative Relations
PA 8403 Seminar: Comparative Public Administration
SWK 8105 Special Topics Course
SWK 8301 Principles of Administration in Social Work

2. Public Policy

PA 8201 Public Analysis I
PA 8202 Public Analysis II
PA 8216 Policy Process I
PA 8217 Policy Process II
PA 8511 Law and Urban Affairs
PA 8521 Urban Development
PA 8525 Seminar: Urban Public Policy
PA 8526 Seminar: Urban Public Policy
PA 8531 Intergovernmental Administrative Relations
PA 8218 Seminar: Policy Evaluation
PA 8315 Public Manpower Policy
SWK 8102 Social Policy and Programs
SWK 8104 Social Policy and Programs IV-V
SWK 8305 Community Organization

3. Evaluation

At this time the Sociology Department is offering a Master of Arts in Policy Research and Evaluation Program and since those courses are offered, it will be possible to have students interested in evaluation taking sociology courses related to evaluation.

PA 8218

Plan B

The same course requirements from the major as for Plan A. The student must complete, in addition to the 8 credits required for a related field, an additional 16 credits either in the same related field or to be distributed amongst not more than two additional areas to be worked out with his advisor and subject to departmental approval. An example might be that the student would complete the major course requirements and develop a related field in Administration and take the full 16 credits in administration. He or she might, however, distribute those additional sixteen hours amongst, Administration, Public Policy and Evaluation. The student who has been granted the Plan B option by the Criminal Justice Studies faculty must complete at least two Plan B projects, one at least which must be from a related field and not the major field. Thus, a student must choose from some field such as Administration, Public Policy or Evaluation, in addition to a topic from his or her major field. This will encourage students to broaden their understanding of the whole criminal justice system. If a student is employed by a criminal justice agency, he or she will be allowed and even encouraged to do a project related to the unit in which he or she is employed. The second project, however, must be done in an area unconnected to his or her immediate professional appointment. For example, if a policeman is employed by the Minneapolis Police Department, he or she may do a research project dealing with administration

of metropolitan police departments but another project will have to study areas such as administration in courts or in prisons, or perhaps even public policy concerning community corrections. The idea is to give professionals a broader and more integrated understanding of the whole criminal justice system, not simply the part with which they are immediately connected. For students who are not professionals in criminal justice the choice will be more flexible but they, too, must work in more than one field of study.

IV. Related Units

Prior to submission of this program, the Department Chairman contacted the Director and Associate Director of Public Affairs. Both encouraged us to proceed in writing it up and expressed interest in allowing our students to draw upon the courses and faculty in the School of Public Affairs. Mario Bognanno, Chairman of Industrial Relations offered much encouragement to us and expressed his Department's enthusiasm in having our students participate in seminars offered by Industrial Relations and to have them come to its faculty for advice and counsel.

V. Number and Type of Students

A. Initially, the Department of Criminal Justice Studies will admit 9 students from the following categories:

1. Middle-management police officials
2. Probation and parole officers and other court

services personnel

3. Lawyers who wish specialized training in certain areas (such as corrections)
4. Students interested in developing professional training in criminal justice administration in order to obtain new positions in the criminal justice studies field
5. Career personnel who wish additional credentials to teach in other criminal justice programs in the state and in the nation
6. Ex-offenders seeking training for work in community corrections (including probation and parole) or any criminal justice agency's program

In the initial group of students, six will be drawn from agencies and the other three will be admitted from the pool of undergraduates and other categories mentioned above.

B. Within five years the department hopes to have established its program sufficiently to begin to meet the real needs for the degree program it proposes to offer. The categories mentioned above will remain the same; only the number of students enrolled will change. The number of applications and inquiries generated by faculty and ad hoc committee discussions as well as the predictions from those who know best what the personnel and training needs of the agencies are --

the heads who sit on our committee -- indicate that our initial number will not be satisfactory. Most members of the ad hoc committee argue that as many as fifty students should be admitted to the program. That number is far beyond our capacities at this point and cannot be considered realistically without major new allotments of funds which, in turn, should depend upon some experience with the new program.

Admissions Requirements

In order to be admitted to the graduate program in Criminal Justice Studies students must have an overall undergraduate Grade Point Average of 2.80 (on a 4.0 scale) and must submit scores both from Graduate Record Exam and Miller Analogies tests.

VI. Library Holdings

Although criminal justice is a field in which the literature is burgeoning, the combination of holdings in Wilson Library, the Law School Library, the various departmental holdings and those of resource centers and public libraries with close proximity to the University of Minnesota are sufficient so that no additional materials need be purchased specifically to initiate a Master's degree program in Criminal Justice Studies.

VII. Costs

In order to begin even the most modest master's program two factors must be considered:

1. The faculty of Criminal Justice Studies will reduce its undergraduate offerings. The Dean of the College of Liberal Arts has read our proposal and is aware that this is being contemplated. It should be noted, however, that what we are planning does not significantly impair our undergraduate instruction. The Department plans to restructure its courses in the following manner in order to continue to serve undergraduates:

a. The Criminal Law and Criminal Procedure courses which are presently offered several times a year will be offered only once.

b. At the same time an introductory Criminal Justice course at the 3xxx will be instituted. This will have the effect of draining off the huge numbers now enrolling in the advanced 5xxx courses, and who wish only an introduction to the subject.

c. Then, using this course as a screening process, the 5xxx courses, even though they are offered considerably less often will be more consistent with what a true 5xxx course ought to be -- smaller and more conducive to high quality upper division and graduate instruction.

2. The Department cannot offer a degree program in the Graduate School unless the legislature approves the Department's

request for additional funding. The Governor has recommended that the Department be granted one full-time faculty member at $15,000/year, one teaching assistant at $3,680/year, one secretary at $6,000/year, and an additional $1,000 supply budget fund. The total initial cost would be $25,680/year. Although the legislature has not formally approved the Governor's recommendation, there seems little likelihood at this time that it will not do so.

To keep the program going and to build it into a reasonable size as outlined above in Section III it would be necessary in five years to have added three full-time faculty equivalents, three secretaries and three teaching assistants plus an additional $3,000 in supply monies for a total additional cost of $77,043.

VIII. Sources of Funding

The Criminal Justice Studies Department as noted in Section VII has requested funds from the legislature in order to initiate its program and the University has included that request in the budget request for the 1975-77 biennium in the legislative special request for Criminal Justice Studies.

L.E.E.P. funds are available for in-service criminal justice personnel in the form of scholarships and loans so that they may return to the University for advanced work.

Sample Programs

1. An undergraduate who is just beginning graduate study and who is not employed in a criminal justice agency. She has had the Criminal Justice Specialization.

Plan A:

Major

1. Research in Crime and Criminology
2. Criminal Law seminar (has had 5-101 Criminal Law as preparation)
3. Issues in Criminal Justice
4. Seminar in White Collar Crime
5. Criminal Procedure

Related Field: Administration

6. Soc 3-415 Theories of Social Organization
7. BA 3-001 Fundamentals of Management

Thesis: "The relationship between corruption in police administration and white collar crime"

2. A recent undergraduate who wishes to have a broader general understanding but less intensive primacy research in the area of administration:

Major

1. CJS 8-XXX Research in Crime and Criminology
2. CJS 8-XXX Criminal Law Seminar (takes CJS 5-101 as a prerequisite)
3. CJS 8-XXX Seminar in Crime and Social Policy
4. CJS 8-XXX Seminar in Correctional Administration
5. CJS 5-113 Community-Based Corrections

Related Field: Public Administration

1. Soc 8-415 Theories of Social Organization
2. IR 8-003 Organization Theory and Analysis
3. PA 8-210 Administrative Agencies in the Political Process
4. PA 8-501 Seminar: Local Administration
5. PA 8-321 Intergovernmental Administrative Relations
6. SWk 8-301 Principles of Administration in Social Work

Projects:

1. Local Governments and Alternatives to Incarceration
2. Decriminalization of Morals Offenses

3. A probation officer who wishes to advance in his agency to a supervisory post.

Plan A:

1. Research in Crime and Criminology
2. CJS 8-XXX Criminal Law Seminar
3. CJS 8-XXX Seminar in Crime and Social Policy
4. CJS 8-XXX Police and Society
5. CJS 5-113 Community-Based Corrections
6. Soc 8-XXX Evaluation Research
7. PA 8-218 Seminar: Policy Evaluation

Thesis: "Evaluation of alternatives to probation in the Criminal Justice System"

Plan B:

4. A policeman who wishes to advance to a policymaking position and wishes to have broader understanding of the whole criminal justice system.

1. CJS 8-XXX Research in Crime and Criminology
2. CJS 8-XXX Criminal Law Seminar
3. CJS 8-XXX Seminar in Crime and Social Policy
4. CJS 8-101 Legal Socialization
5. CJS 5-120 Comparative Penal Policy

Related Field: Public Policy

1. PA 8-511 Law and Urban Affairs
2. PA 8-216 Policy Process I
3. PA 8-525 Urban Public Policy
4. PA 8-218 Seminar: Policy Evaluation
5. SWk 8-102 Social Policy and Programs
6. SWk 8-305 Community Organization

Projects:

1. Policymaking in An Urban Police Department
2. The Effect of Legal Socialization on Recent Penal Policy

COURSE DESCRIPTION -- 8-000 LEVEL

Please answer all items, with any additional information on the reverse of this sheet, rather than on a separate sheet.

Dept. offering course Criminal Justice Studies **Signature**_____
(Dept. Chairman)

Reason for submission Courses added
(Course added or dropped; prereq change; credit change; correction; etc.)

College Liberal Arts **Quarter effective** Winter & Spring 1975

Brief description, as it is to appear in the bulletin. Include number, title, descriptive matter, credits, prereqs, name of instructor, etc., using current bulletin as style guide.

JS 8-203/8-204 Seminar in Correctional Administration
4 cr per qtr; prereq Soc 5-105, #
Organization and decision-making in the correctional (probation, parole and institutional) settings. An examination of how the system is organized, how it functions and the relation of administration to attainment of goals.

Explanation and/or reasons for course or change.

The purpose of the course is to acquaint students with the way systems operate and thus enable them to effectively intervene at crucial points to attempt to re-direct the activities toward desired objectives.

Is course or change temporary? NO **For what period?**_____

NEW COURSES ONLY
Is the course to be a core requirement or optional? Optional

What is the relationship of this course to other courses within or without the dept.?

This course offers an opportunity for students interested in change and administration in corrections to follow-up and explore in depth concepts derived from other JCS courses.

Statement of objectives

To demonstrate the dichotomy between stated objectives of correctional agencies and the achieved goals. To explore the correlation between administrative procedures, correctional philosophy. To explain the non-attainment of goals as a function of correctional philosophy and administrative procedures.

Short syllabus (Topics or units, reading lists)

A definitive study of various correctional systems in details of organization and goal attainment. Field investigation by students in specific correctional settings.

(See attached reading list)

Selected Readings for CJS 8-203/8-204

Clemmer, D.	The Prison Community
International Penal & Prison Congress	Proceedings
Korn, Richard	Criminology and Penology
Prison Discipline Society	Annual Reports
Reed, Dallas	Differential Institutional Image: A Comparative Analysis
Shaw, George B.	The Crime of Imprisonment
Teeters, Negley	Deliberation of the International Penal Congress
Barnes, Harry	The Story of Punishment
Lewis, Orlando	The Development of American Prisons and Prison Customs
Mannheim, Hermann	Pioneers in Criminology
Benson, George	Penal Reform
Grunhut, Max	Penal Reform: A Comparative Study
Jones, Howard	Prison Reform Now
Prison Reform League	Crime and Criminals
Barry, John Vincent	Alexander Maconochie of Norfolk Island: A Pioneer in Prison Reform
Bourdet-Pleville, M.	Justice in Chains
American Correctional Association	Manual of Correctional Standards (1954,1960, 1966)
Conrad, John	Crime and Its Correction
Hart, Hastings	Plans and Illustration of Prisons and Reformitories
Intl. Penal and Prison Commission	Prison Systems in the U.S.

Morris, Norval	The Honest Politician's Guide to Crime Control
U.S. Commission on Law Enforcement	The Challenge of Crime in a Free Society
U.S. National Commission, Wickersham Reports on Law Observance	No. 1-14
American Academy of Political and Social Science	Crime and the American Penal System
Murton, Tom	Accomplices to the Crime: The Arkansas Prison Scandal
Osborne, Thomas	Society and Prisons
Lewis, George	History of POW Utilization by the U.S. Army
Augustus, John	Reprint of Report of John Augustus (Probation Officer in Boston)
Darrow, Clarence	Crime: Its Causes and Treatment
Mannheim, Hermann	Comparative Criminology

Bulletin Copy: CJS 5-203. Seminar in Correctional Administration
4 credit; prereq. Soc. 5-105 or approval.
Organization and decision-making in the Correctional (Probation, parole and institutional) settings. An examination of how the system is organized, how it functions and the relation of administration to attainment of goals.

Date: Spring quarter.

Objectives: To demonstrate the dichotomy between stated objectives of correctional agencies and the achieved goals. To explore the correlation between administrative procedures, correctional philosophy. To explain the non-attainment of goals as a function of correctional philosophy and administrative procedures.

It is considered profitable for the student to learn the dynamics of operational procedures in agencies and the effect they have on goals and objectives. Very frequently, the professional is frustrated because there is confusion between his concept of the position from his academic instruction and the way it is performed in the real world.

In essence, then, the purpose of the course is to acquaint students with the way systems operate and thus enable them to effectively intervene at crucial points to attempt to re-direct the activities toward desired objectives.

The course is designed to be definitive as well as analytical. The field experience is an integral part of this process and the shared information in class will broaden each student's educational input.

Students: Graduate students and seniors with permission.

Faculty: Murton

Course Content: A definitive study of various correctional systems in details of organization and goal attainment. Field investigation by students in specific correctional settings.

Resources: Reserve materials in library and the Minnesota Department of Corrections. (See attached list of readings.)

Method of Presentation: Lecture, reports from students and discussion.

Evaluation of Student Performance: Investigative paper, oral report and participation.

Evaluation of Course: Instructor's perception, students' perception, evaluation by Measurement Services.

Certification: This course has the approval of the CJS Faculty Advisory Committee and was offered in 197-72 as a sociology course 5-960, section 2.

COURSE PROPOSAL

CJS 8-*** WHITE COLLAR CRIME (Feld)

Critical analysis of the relationship between American political, economic, and social structure and various types of white collar crime, focusing on the relationship between legal systems and social systems.

Purpose and objectives:

The purpose of the course is to fill a major gap in traditional criminology. White collar crime is now recognized as at least as serious a problem as conventional crime. However, for a variety of reasons, it has been neglected in most curricula.

The course has two types of purposes and objectives. At the more general level, the course is intended to provide an intensive grounding in the American political, economic, and social systems, in order to provide an understanding of the relationship between the legal system and social structure. A substantial portion of the course will entail an in-depth analysis of the sources of law--the relationship between social values and legal content; the ways in which certain categories of behavior do or do not come to be defined as criminal; the way, within the legal framework, that competing social interests and power relationships are balanced; and the relationship between social class and criminal behavior--in order to understand why white collar criminal behavior is legally defined and administratively processed in a manner different from more conventional types of criminality.

Within this socio-legal framework and with an understanding of the relationship between the legal process and the social structure, specific types of white collar criminality will be examined. This will entail consideration of the individual, organizational, and social structural variables related to specific manifestations of white collar crime. It is expected that a major paper involving original research on some aspect of white collar crime will follow from these inquiries.

Materials and syllabus:

One reflection of the degree of neglect that this area of inquiry has suffered is the absence of any texts or readers on the subject of white collar crime. I have prepared an extensive set of readings--currently under revision for submission to a publisher, hopefully, this summer--which would provide the core materials for the course. A listing of the current contents, a syllabus indicating some general topics to be covered is attached.

A SOURCEBOOK ON WHITE COLLAR CRIME

BARRY C. FELD

TABLE OF CONTENTS

CRIMES IN THE COURSE OF THEIR OCCUPATIONS BY THOSE OPERATING INSIDE BUSINESS, GOVERNMENT, OR OTHER ESTABLISHMENTS, IN VIOLATION OF THEIR DUTY OF LOYALTY AND FIDELITY TO EMPLOYER OR CLIENT:

EMPLOYEE THEFT:

EMBEZZELMENT:

CRIMES BY PERSONS OPERATING ON AN INDIVIDUAL, AD HOC BASIS:

FORGERY:

TAXES AND TAX EVASION:

WHITE COLLAR CRIME AS A BUSINESS OR AS THE CENTRAL ACTIVITY

FRAUDS:

TECHNOLOGICAL INNOVATIONS: COMPUTER FRAUDS

THE RELATIONSHIP BETWEEN CORPORATE POWER, POLITICAL POWER, REGULATORY AGENCY CO-OPTATION, AND THE CONSUMER: A CASE STUDY

ANOTHER VARIATION ON THE SAME THEME:

COURSE DESCRIPTION

UNIVERSITY OF MINNESOTA

ORIGINATING COLLEGE COPY

Department offering course: Criminal Justice Studies

Please refer to instructions below. Type only one course to a page.

CJS 8101. LEGAL SOCIALIZATION: THE IMPACT OF LEGAL AND CRIMINAL JUSTICE SYSTEMS. (3 cr; prereq #) Tapp

This seminar will focus on the socialization of legal values and public attitudes toward justice systems, cross-culturally emphasizing theory, research and reform implications on such topics as law and justice, compliance and deviance, crime and conflict from the perspectives of developmental and social psychology.

NEW COURSE

Instructions: Please type double space, using 80 characters to the line. Write the description precisely as it should appear in the college bulletin, including the title, course number, any required symbols, the credits earned per quarter, and prerequisites. For an example and specific instructions, please consult "Copy Preparation for College Bulletins," section IV.

Explanation of Symbols

- * An asterisk after the number indicates courses through which it is possible for graduate students to prepare required Plan B papers.
- † A single dagger after a course number indicates that all quarters of the course preceding the dagger must be completed before credit will be granted for any quarter.
- ‡ A double dagger following a sequence course number indicates that students may enter any quarter, taking the course parts out of sequence.
- § A section mark in the statement of prerequisites to a course means that credit will not be given for it if the equivalent course listed after the section mark has been taken for credit.
- ¶ A paragraph mark preceding a course number in the statement of prerequisites for a given course means "concurrent registration," or that the course so indicated may be taken simultaneously.
- ⁂ A sharp mark appearing in the statement of prerequisites to a course means that any student desiring to take it must obtain the consent of the instructor before attempting to register for that course.
- △ A triangle mark appearing in the statement of prerequisites to a course means that any student desiring to take the course must obtain the consent of the division, department, or school involved.

ACTION

Effective date Winter 1975

CHECK ONE

- ☒ Course added
- ☐ Course dropped
- ☐ Description changed
- ☐ Other:

College Graduate School

Signature [signature]

Date April 9, 1974

Co-operating College Copy to:

☐ Graduate School, and or

Form A-98

39674

COURSE DESCRIPTION -- 8-000 LEVEL

Please answer all items, with any additional information on the reverse of this sheet, rather than on a separate sheet.

Dept. offering course Criminal Justice Studies **Signature** _____
(Dept. Chairman)

Reason for submission New course
(Course added or dropped; prereq change; credit change; correction; etc.)

College College of Liberal Arts **Quarter effective** Winter 1975

Brief description, as it is to appear in the bulletin. Include number, title, descriptive matter, credits, prereqs, name of instructor, etc., using current bulletin as style guide. CJS 8-101 Legal Socialization: The Impact of Legal and Criminal Justice Systems. (3 cr., prereq #) 2:15-4:30 W, June L. Tapp. This seminar will focus on the socialization of legal values and public attitudes toward justice systems cross-culturally emphasizing theory, research, and reform implications on such topics as law and justice, compliance and deviance, crime and conflict from the perspectives of developmental and social psychology.

Explanation and/or reasons for course or change.
In response to a need to develop interdisciplinary graduate level courses in the criminal justice area available to students in other graduate and professional programs.

Is course or change temporary? No **For what period?** _____

NEW COURSES ONLY
Is the course to be a core requirement or optional? Optional now

What is the relationship of this course to other courses within or without the dept.?
See above Explanation. Also in addition to being an elective for graduate students interested in probing the legal and criminal justice systems from a social psychological approach, it will extend in depth and scope present CJS offerings at the psychology/law interface.

Statement of objectives
1. To analyze the relationship between notions of legality and criminality to personality and ethnicity.
2. To generate new hypotheses for theory, research, and related policy implications regarding the process of legal socialization.

Short syllabus (Topics or units, reading lists)
I. Legal and Psychological Paradigms
II. Methodological and Policy Considerations
III. The Psychological Limits of Legality
IV. The Socialization to Criminality
V. The Relationship of Personality and Culture to Compliance and Deviance
VI. Legal Socialization: Strategies for Community and Criminal Justice

Exemplary readings include: Rawls, A Theory of Justice; Fuller, The Anatomy of Law; Friedman, "Legal Culture and Social Development;" Meehl, "Law and the Fireside Induction;" Bacon, Child, & Barry, "A Cross-Cultural Study of Correlates of Crime;" Elms & Milgram, "Personality Characteristics Associated with Obedience and Defiance to Authoritative Command;" Cavan & Cavan, Delinquency and Crime: Cross-Cultural Perspectives; Tapp & Levine, "The Psychology of Criminal Identification;" Podgorecki, Kaupen, Van Houtte, Vinke, & Kutchinsky , Knowledge and Opinion about Law; Rosenhan, "On Being Sane in Insane Places;" Haney & Zimbardo, "The Socialization into Criminality."

G.S. 53 (2/71)

CRIMINAL JUSTICE STUDIES

Bulletin Copy: CJS 8-201, The Police in Society, 4cr; prereq.: other CJS or similiar courses, and/or permission of instructor (enrollment on instructor's approval only). Junior standing or above. Graduate Credit.
Role of police from several different perspectives - - historical, anthropological, sociological, public policy. Models of police behavior, role in society and community. Misconduct, professionalization, politicization.

Date: To be given Fall 1975 and probably in some format anually (may become a lecture course)

Objectives: This course will examine the role of police in society from several different perspectives. Emphasis will be on social roles and responses, not on internal organization. Different conceptions of police functions - - from watchment to crime control models - - will be condidered. Presentday issues of concern - - such as involvement in politics, recruitment, outside review, etc. will be featured. Course hopefully will include some sort of fieldwork, perhaps riding in squad cars under a supervised and authorized program.

Students: This course will hope to serve students in CJS and related fields. It will be a fairly specialized seminar of not more than 15 students. Some previous experience in CJS or related areas (particularly in social sciences) is required since most of the course will be based on discussions and actual observations. Course will also be open to graduate students.

Course Content: This course would lead to a broader understanding of the role of law enforcement in a modern society. It is especially relevant to students who might pursue careers in law enforcement, social welfare, or law.

Faculty: Faculty member has worked in criminology under Jerome Skolnick, author of basic text on police. He has also spent two years at the Center for the Study of Law and Society where he participated in seminars similar to this one proposed.

Resources: None except course books.

Jerome Skolnick, Justice Without Trial
James Wilson, Varieties of Police Behavior
Paul Chevigny, Police Power
Jonathan Rubinstein, City Police
Peter Maas, Serpico
William Westley, Violence and the Police
Roger Lane, Policing the City
Bordua, ed., The Police

Method of Presentation: seminar Student participation: discussions, field projects

Evaluation of Students: through participation in discussions, several papers, results of project.

Course Evaluation: Student evaluation every term; normal faculty and departmental review proceedures.

Seminar in Criminal Law

An analysis of the problem and philosophical underpinnings of defining certain antisocial behavior as criminal within the legal context. That is, this course seeks to give graduate students a broad understanding of the problems connected with the criminal law and to encourage them to read widely in the literature which crosses the line between law and social science.

A sample of the topics which would be covered would include the following:

1. The Aims of the Criminal Law
2. The Theory of Deterrence
3. The Rationale of Punishment
4. The Concept of Rehabilitation and Its Critics
5. Limits to the Criminal Sanction Rationale
6. Decriminalization and Its Rationale
7. The Enforcement of Morals Through the Criminal Law
8. Intention, Culpability, Determinism and Free Will in the Criminal Law
9. Control vs. Criminalization--The Search for Alternatives to the Criminal Sanction
10. Private Wrongs as an Alternative to the Criminal Sanction

The bibliography is too extensive to list here but would include, in addition to cases and other legal materials, the following type of socio-legal literature:

1. Johannes Andenaes, General Prevention--Illusion or Reality
2. Kant, Rechtslehre
3. Bentham, Principles of Morals and Legislation
4. E. Pincoffs, The Rationale of Legal Punishment
5. Barbara Wooton, Social Science and Social Pathology
6. Glanville Williams, Criminal Law: The General Part
7. Henry Hart, The Aims of the Criminal Law
8. Gerhard Mueller, On Common Law and Mens Rea
9. Henry Wielofen, Mental Disorder as a Criminal Offense
10. Thomas Szasz, Law, Liberty and Psychiatry
11. John Stuart Mill, On Liberty
12. James F. Stephen, Liberty, Equality and Fraternity
13. P. Devlin, The Enforcement of Morals

cc for Bev.

UNIVERSITY OF MINNESOTA
TWIN CITIES

Graduate School
Johnston Hall
Minneapolis, Minnesota 55455

January 5, 1976

MEMORANDUM

TO: Burton L. Shapiro, Chairman, Health Sciences Policy and Review Council

FROM: W. E. Ibele, Dean

SUBJECT: Expansion of Graduate Program in Physiology to Include Qualified Faculty at Duluth

1.) The attached request from Professor Grim has been delayed in transmittal to the Health Sciences Policy and Review Council for consideration until I had an opportunity to speak with Professor Grim and with Dr. Pozos at Duluth.

2.) It is important to stress that there will continue to be only one graduate program with a single Director of Graduate Studies. My reading of the history of the proposal, as disclosed by the file, suggests that the principal intent is to devise an arrangement which permits qualified graduate faculty from Duluth to participate in the established graduate program in Physiology at the Master's level. Their participation is expected to add strength and versatility to the program and provide an opportunity for professional and scientific growth and development.

3.) The background material is silent on item 5 of Dr. Grim's letter. It probably represents a product of further discussions which have ensued between Drs. Grim and Pozos. If this is to be the pattern, a question arises, are the courses offered at the Duluth campus appropriate for graduate programs?

4.) Since the program continues as a single program:

a.) All applicants must meet the same admission standards (item 3 - Grim letter).

b.) Admission of students intending to reside at Duluth must have concurrence of Graduate Admissions Committee for the program (item 4 - Grim letter).

c.) Approval of individual study programs should be required by the Director of Graduate Studies for the program.

d.) The final oral examination committee should be recommended by the Director of Graduate Studies for the program and should meet the conditions of item 7 of Dr. Grim's letter.

I think that it would be useful if Dr. Grim could be present when the proposal is discussed by the Policy and Review Council or its program subcommittee.

WEI:mt

Enclosures

cc: Dr. Eugene Grim
Ms. DeeAnn Olsen

UNIVERSITY OF MINNESOTA
TWIN CITIES

Department of Physiology
Medical School
424 Millard Hall
Minneapolis, Minnesota 55455

November 13, 1975

Dean Warren Ibele
The Graduate School
322 Johnston Hall

Dear Dean Ibele:

I am writing to request the permission of the Graduate School to expand the graduate program in Physiology to include our colleagues and their facilities on the Duluth campus in the training of candidates for the M.S. degree. Although this would involve two separate academic departments, there would continue to be only one graduate program with a single Director of Graduate Studies.

In general, the present features of the M.S. program in Physiology would apply; however, there are several special features of the proposed expansion that arise mainly because of the geographical separation of the two facilities. They are:

1. Only a Plan A Master's program will be offered on the Duluth campus.

2. Applicants who wish to enter the program in Duluth will so indicate on their application form.

3. Such applicants will be required to meet the same admission standards as those entering study on the Twin City campus.

4. Applications designated for study at Duluth will be forwarded to the Duluth faculty for consideration, with a copy to the Chairman, Graduate Admissions Committee, in Minneapolis. Recommendation for admission will require approval of the Duluth faculty and concurrence of the Chairman of the Graduate Admissions Committee and of the Director of Graduate Studies.

5. Students admitted to the program in Duluth will complete their course work and the research for their thesis in Duluth, although occasional students may take some courses on the Twin City campus if this seems appropriate.

6. Courses to fulfill the M.S. requirements for these students will be selected by the student's faculty adviser as they are now on the Twin City campus in accordance with the needs of the particular student. A partial list of the courses available for this purpose in Duluth is appended. There will be ongoing consultation between the Duluth and Minneapolis faculties to define the minimal course requirements in physiology.

7. The final oral examination committee will have at least one member from the Minneapolis Graduate Faculty in Physiology.

If there are questions concerning any of these points or any additional ones that occur to you, I shall be happy to try to answer them. Your early attention to this request would be greatly appreciated as there are already several students in Duluth who have indicated an interest in the program.

Sincerely,

Eugene Grim
Professor and Head

EG/nb

Enclosure

cc: Dr. Robert Pozos
Dean John La Bree
Vice President Lyle French

A Partial List of Graduate Courses Available in Duluth
for Master's Students in Physiology

Physiology:

5825	Nerve Muscle	3 credits
5830	Neurophysioloy	2
5845	Cardiovascular	3
5850	Respiratory	2
5860	Renal	2
5870	Gastrointestinal	1
5880	Endocrine	2
5895	Reproductive	1

Other courses in the process of development include: Methods in Physiology (3 credits), Computer Applications to Physiological Research (4 credits), and several 3-4 credit specialized courses on motor control, endocrinology, transport processes and cardiovascular physiology.

Biochemistry:

5305	Biochemistry	8
5306	Biochemistry of CNS, Heart, Blood	1
5307	Biochemistry of Kidney, Liver & Nutrition	2

Anatomy:

5105-5108	Gross Anatomy	9
5125-5127	Microscopic Anatomy	6
5135	Neuroanatomy	3

Pharmacology:

5601-5604	Principles of Pharmacology	12

Chemistry:

5610-5611	Physical Chemistry	7
5620-5622	Physical Chemistry	12
5740	Thermodynamics	4

Physics:

5119	Optics	4
5120	Electronics	4
5124	Mathematical Methods	4

Mathematics:

5305	Differential Equations	3
5590	Mathematical Probability	3
5701-5702	Advanced Calculus	3

UNIVERSITY OF MINNESOTA
DULUTH

Graduate School
403 Administration Building
Duluth, Minnesota 55812

September 25, 1975

Dean Warren Ibele
Graduate School
University of Minnesota
321 Johnston Hall
Minneapolis, Mn. 55455

Dear Dean Ibele:

I enclose a copy of a letter from Professor Robert S. Pozos, Department of Psysiology of the UMD School of Medicine, to Professor Eugene Grimm, Head of the Department of Physiology in Minneapolis, concerning a cooperative graduate program at the Master's level. I believe that this is in the spirit of the agreement that Dean Kenneth Keller discussed with the interested parties, at least as I understood the situation. I'm forwarding it to you for your information.

Sincerely,

M. Harry Lease, Jr.
Assistant Dean

cc: Professor Robert S. Pozos
Dean Andrew Hein

UNIVERSITY OF MINNESOTA
DULUTH

School of Medicine
2205 East 5th Street
Duluth, Minnesota 55812

SEP 22 1975

September 22, 1975

Dr. Eugene Grimm
Professor and Head
Department of Physiology
University of Minnesota
Minneapolis, Minnesota 55455

Dear Gene:

I have discussed at length with the Department about your suggestions for modifying our graduate program. For the record, I will list them, but in essence we have agreed that they will add substantially to our program.

1. Although we are separate departments, there will be one graduate program in Physiology. The chairman of Physiology at Minneapolis will be the person responsible for the entire program and therefore be the Director of Graduate Studies in Physiology for both campuses. The research may be conducted solely at the Duluth campus under the leadership of the graduate faculty there in Physiology. We consider this arrangement a cooperative effort between the two campuses.

2. There will be a representative from the Physiology Department at Minneapolis on the "Thesis" Committee for all master's candidates in Physiology who do their research on the Duluth campus.

3. The Graduate student will be accepted by the Department of Physiology at Duluth with concurrence of the Departmental Chairman of Physiology and the Director of Graduate Studies in Physiology at the Minneapolis campus. Some arrangement will have to be made so that when the student applies to the Graduate School at Minneapolis, there will be some way for the student to designate on the forms either the Minneapolis or Duluth Program.

4. We are aware that the student must take more than the Physiology course offered by our department to medical students. Your concern that the student would not receive an indepth appreciation of some aspect of Physiology taking this course is well appreciated. At present we intend to have our graduate students take an additional course in Physiology offered by the Department by various faculty dealing with their area of expertise. Courses such as motor control, transport, endocrinology or cardiovascular physiology at the graduate level will be offered.

In addition, for graduate students who are taking the medical school course in Physiology, we will require that for each section they take additional study, usually in the way of a paper.

5. We would encourage all our students to consider taking some course work at Minneapolis if it is in line with their interest.

UNIVERSITY OF MINNESOTA
DULUTH

School of Medicine
2205 East 5th Street
Duluth, Minnesota 55812

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Professor and Head
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In addition, for graduate students who are taking the medical school course in Physiology, we will require that for each section they take additional study, usually in the way of a paper.

5. We would encourage all our students to consider taking some course work at Minneapolis if it is in line with their interest.

In addition, we will also be offering a graduate course titled: Computer Applications to Research Questions. In this day of increasing complexity, I feel strongly that the graduate students be aware of how powerful a tool the computer is. The course would be designed along the lines of the students interacting with "canned" programs and minimizing programming per se. However, if they so desire, we can also give them good exposure to programming. The computer will be the PDP-12 that is in the Department. Possibly some of your students might be interested in such a course.

Enclosed is the curriculum vitae of our new physiologist, Dr. Ed Stauffer, who I would also like to have an A-3 appointment for graduate study.

Sincerely,

Robert S. Pozos, Ph.D.
Associate Professor & Chairman
Department of Physiology

RSP:dg

cc: John LaBree, Dean, UMD School of Medicine
Lyle French, Vice President, Health Sciences, UM
M. Harry Lease, Assistant Dean, UMD Graduate School