

American Universities and Colleges

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American Universities and Colleges

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For information about universities outside the United States and about specialized institutions of higher education, the following reference volumes, compiled and edited by official academic bodies, may be consulted.

Commonwealth Universities Yearbook. Joint Editors, A. Christodoulou and T. Craig. ISBN 0 85143 094 5; ISSN 0069-7745. (Association of Commonwealth Universities, John Foster House, 36 Gordon Square, London WC1H 0PF.)

International Handbook of Universities. Published every 2 years. Tenth Edition, 1986, covers university institutions in countries that are both outside the Commonwealth and outside the U.S.A. Editor, D.J. Aitken. Assistant Editor, Ann C.M. Taylor. The Macmillan Press, Ltd., London, for the International Association of Universities, 1, rue Miollis, 75732 Paris Cedex 15.

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American Universities and Colleges

Preface

American Universities and Colleges has been serving higher education for six decades. The first edition of the directory, published in 1928, included 401 institutions; the thirteenth edition of the work, includes detailed descriptions of over 1900 institutions of higher education, all accredited institutions of higher education offering a baccalaureate or higher degree. The increase in the number of colleges and universities included and the diversity of programs described have greatly complicated the process of compiling this directory. Numerous tables, appendixes, and indexes are included to better suit the needs of the users of this volume.

Many persons contributed to the preparation of this work, but without the cooperation and goodwill of our college and university officials and their staffs, who supplied most of the information on which the institutional data are based, the publication of this directory would not be possible. In this edition, the data for all institutional exhibits (Section III) were collected and compiled by Modoc Press, Inc., Santa Monica, California for the publisher, Walter de Gruyter • New York • Berlin.

Several individuals and organizations merit special thanks. Richard M. Krasno, president of the Institute of International Education, supplied the survey of foreign students in the United States (Chapter 6) for this edition, and the staff of the Council on Postsecondary Accreditation provided the statement on accreditation. Cecelia Ottinger of the American Council on Education's Division of Policy Analysis and Research compiled all statistical data in Section I and Appendix II. Patricia Smith of the Council's Division of Governmental Relations revised Chapter 5 on the Government and Higher Education, including the information on financial aid. Todd Furniss, Claudia Ringle, Eugene Sullivan, and Sherry Harris, all present or former members of the ACE staff, made significant contributions to Sections I, II, and IV, which were prepared under the supervision and coordination of James J. Murray, Director of Publications and Advancement, American Council on Education. Special thanks are due to Eckart A. Scheffler, Vice President of Walter de Gruyter, Inc., and to Sheila Johnston, the overall coordinating editor of the work.

While *American Universities and Colleges* is now the property of Walter de Gruyter, Inc., the American Council on Education continues to maintain an intellectual interest in one of our first and still one of our most important publications.

ROBERT H. ATWELL
President
American Council on Education

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Notes on Institutional Exhibits

Part III of this book includes more than 1,900 individual entries on degree-granting baccalaureate-or-above institutions and units thereof that are accredited or recognized candidates for accreditation by one of the nine regional agencies (described in Part I). Each institution's description also includes its regional, professional, and institutional accreditation. Those fields in which programs offering specific areas of the profession for accreditation are also indicated. For information on specialized professional accrediting agencies, see Part II of this book. For abbreviations under which the associations are listed, see p. xvii.

The information in Part III was largely prepared from data supplied by the institutions themselves in questionnaires sent to all degree-granting regionally accredited colleges and universities and candidates for accreditation in 1986. In addition, information was gleaned from other available sources. The institutions which did not return questionnaires have exhibits prepared from data provided by the National Center for Education Statistics (*) HEGIS questionnaires, their catalogs, and institutional sources.

Unless noted, data is for the 1986-87 academic year. Exceptions are as follows: "degrees conferred," which are for 1985-86, "tuition and fees," 1985-86 or 1986-87, "financial aid," 1985-86, and "finances" (fiscal year 1985). Changes in address, chief executive officer, and admissions officers up to April 1986 are also reflected in the exhibits.

The material throughout Part III was prepared in as set a format as possible to augment comparison of data not only among exhibits in this edition but also to earlier editions of American Universities and Colleges. However, the variety of higher education in America defies formulas, and the exhibits reflect diversity as well as similarity. Whenever possible, qualifications offered by the institutions appear (for example, estimates are so labeled). For the most part, negative information has been omitted. However, exhibits report if institutions conduct no summer sessions, offer no financial aid, especially for foreign students, have no campus housing, or do not permit cars on campus grounds.

Omission of sections from institutional descriptions may indicate negative information, data withheld, or unavailable or irrelevant material.

Characteristics of Institution. Institutions were asked to provide summary views—control, enrollment, degrees awarded, general relation to statewide coordinating bodies and governing boards, and membership in consortia oriented toward providing student services.

Accreditation. Regional, specialized, and institutional accreditation is noted.

History. Institutions were asked to provide brief histories followed, where available, by referrals to the best and most comprehensive institutional history available.

Institutional Structure. Institutions were asked to offer a summary view of their governing structure and composition. They were asked to list the number and type of members of the governing board and the number of administrators and faculty in the institution as well as the title of the academic governance body. Faculty represented by collective bargaining agents were so designated.

Calendar. This section indicates the institution's primary calendar system (semester, quarter, etc.) and whether or not summer session is available. It notes the months freshmen may enter and tells when degrees are offered and when commencement occurs.

Characteristics of Freshmen. Institutions were asked to offer information on the entering class (usually freshmen, but sometimes students at other levels in, for example, professional or upper-

division-only schools). Institutions were further asked to specify average secondary school rank, SAT or ACT scores if appropriate, and to note number of Merit Scholars attending, number of applicants accepted, number of accepted applicants enrolling, number of freshmen graduating within five years as well as place of origin of freshmen.

Admission Requirements. Institutions were asked to describe both admission procedures and requirements. Procedures include the type of admissions plan (rolling or standard) and the earliest and latest possible application date, as well as information about the existence of early decision and early acceptance policies. Under the rolling admissions plan, applications are processed as received and the applicants notified when the processing is completed. Early decisions belong to the more traditional admissions plan and provide for a notification of acceptance for highly qualified students in advance of usual admissions notification date. Early acceptance pertains to a policy whereby such students may be admitted at the end of junior year. Institutions were asked to provide requirements common to their entering class (usually freshmen) as a whole. Requirements are distinguished from recommendations in information on number and distribution of secondary school units, secondary school class standing, GPA, and entrance examinations. Transfer student admission requirements could also be mentioned in this category.

Degree Requirements. Institutions were asked to indicate the levels of degrees for which they were reporting requirements and to list only common requirements. Special requirements often appear in the supplemental exhibits for complex institutions with separate units. Often credit, GPA, and residence requirements are reported as ranges rather than single figures. Institutions were asked to indicate whether students could fulfill requirements through achievement tests, and whether exit examinations, chapel attendance, physical education, or ROTC were required. Finally, institutions were asked to describe their grading systems. In the case of regionally accredited graduate or professional schools the degree requirements given, like the admission requirements, were those pertaining to programs entered directly following the baccalaureate.

Distinctive Educational Programs. Institutions were asked to report academic offerings such as work-experience programs, including cooperative education and internships; flexible meeting places and schedules, including off-campus centers, weekend and evening classes; accelerated degree plans; dual and joint degree programs involving two institutions and two degrees; double-degree programs where one institution awards two degrees; cooperative degree programs where two units or institutions offer one degree; external degree programs and continuing education curricula; special facilities for using telecommunications in the classroom; interdepartmental and interdisciplinary programs; study abroad; and many other programs.

ROTC. Institutions were asked to specify whether ROTC was available, whether it was required, and whether it was offered cooperatively with another institution.

Degrees and Other Formal Awards Conferred, 1985-86. Institutions were asked to report degrees at the baccalaureate, master's, and doctoral degree levels in agriculture and natural resources, architecture and environmental design, area studies, biological sciences, business and management, communications, computer and information sciences, education, engineering, fine and applied arts, health professions, home economics, law, letters, library science, mathematics, military sciences, physical sciences, psychology, public affairs and services, social science, theology, interdisciplinary studies, and other professions. Institutions listed in addition the

number of degrees awarded at the associate level in arts and sciences; in science- or engineering-related organized occupational programs in data-processing, health services and paramedical, mechanical and engineering, and natural science technologies; and in other occupational programs in business and commerce, and public service-related technologies. Finally, they were asked to report any intermediate degrees—formal recognitions for programs between master's and doctorates which are in essence the doctoral degree without the dissertation.

Fees and Other Expenses. Institutions were asked to provide tuition figures for 1986–87. They were also asked to provide information on fees and room and board.

Financial Aid, 1985–86. Institutions were asked to give the reasons for awarding their undergraduate scholarships, grants, and loans and their graduate fellowships (excluding first-professional awards). They were also asked to report figures on the number of recipients, the total funds awarded, and the range of awards for their undergraduate scholarships, grants, loans, and college-assigned jobs; and for their graduate fellowships (also excluding first-professional) and grants, teaching and research assistantships, and other college-assigned jobs. They were requested to provide similar information on their federal and state aid received by their students.

Departments and Teaching Staff. Institutions were asked to list by department and rank those members of the teaching and research staff (including those with released time) who were employed on a full-time basis and whose major regular assignment was instruction. They were also asked to list part-time teachers who taught less than full-time, however that status was defined by the individual institution. In complex institutions with separately defined units such as divisions, schools, or colleges, total faculty figures appear in the main exhibit, with the departmental breakdown available in the descriptions of the individual unit.

Enrollment, Fall 1986. Institutions were asked to report their total student enrollment, divided into full- and part-time students at the undergraduate, first professional, and graduate levels. They were also asked to list unclassified students who take courses for credit but are not degree candidates, and numbers of transfer students. In addition, institutions were asked to provide information on the ethnic and racial nature of the student body as well as the age breakdown.

Foreign Students. In this section, institutions were asked to pro-

vide information on nonresident aliens in attendance as well as the number of students from various world areas. They were also requested to indicate the availability and extent of the programs, scholarships, fellowships, and loans especially designated for foreign students.

Student Life. Institutions were asked to indicate the presence and nature (particularly whether the dormitories were single-sex or coed) of institutionally provided housing and to describe the availability of married-student housing. They were asked to specify what kinds of intercollegiate athletics were available for men and women; and what kinds of student publications, radio, and television activities were possible. Institutions were asked whether their campus had special regulations regarding cars or dormitory hours. And they were asked to provide information about their medical services, campus transportation system, and (if appropriate) learning resources center. Finally, they were asked to characterize the surrounding community as to population and availability of mass-transportation.

Publications. If appropriate, institutions were asked to provide information about their scholarly journals and university presses.

Library Collections. Institutions were asked to provide June 1986 figures on their current collections of number of volumes, government document collections, microforms, audiovisual materials, and periodical subscriptions. They were also asked to describe their three most important special collections and their total budget for 1986–87.

Finances. The institutions were asked to provide financial figures on their revenues from student tuition and fees, state appropriations, local appropriations, restricted and unrestricted private gifts, grants, and contracts, and auxiliary enterprises and expenditures and mandatory transfers for instruction, research academic support for libraries, operation and maintenance of plant, restricted and unrestricted scholarships and fellowships and auxiliary enterprises, which give an overall view of their financial picture. The figures requested do not reflect their total expenditures or revenues and therefore do not usually total.

Buildings and Grounds. Institutions were asked to report their campus area, the book value of their buildings, grounds, and equipment, the buildings completed since 1980, the buildings currently being constructed, and the amount of buildings.

Chief Executive Officer. The chief executive and admissions officers are, whenever possible, those holding the position in 1986.

Accreditation in Higher Education

Accreditation is a system for recognizing educational institutions and professional programs affiliated with those institutions for a level of performance, integrity, and quality which entitles them to the confidence of the educational community and the public they serve. In the United States this recognition is extended primarily through nongovernmental, voluntary institutional or professional associations. These groups establish criteria for recognition; arrange site visits and evaluate those institutions and professional programs which desire recognition status; and approve for recognition those which meet their criteria.

Institutional accreditation is granted by the accrediting commissions of association of schools and colleges which collectively serve most of the institutions chartered or licensed in the United States and its possessions. These commissions and associations accredit total operating units only.

Specialized accreditation of professional schools and programs is granted by commissions on accreditation set up by national professional organizations in such areas as business, dentistry, engineering, or law. Each of these groups has its distinctive definitions of eligibility, criteria for accreditation, and operating procedures, but all have undertaken accreditation activities, primarily to provide quality assurances concerning the educational preparation of members of the profession.

Uses of Accreditation

In most other countries the establishment and maintenance of educational standards is the responsibility of a central government bureau. In the United States, however, public authority in education is constitutionally reserved to the states. The system of voluntary nongovernmental evaluation called accreditation has evolved to promote both regional and national approaches to the determination of educational quality.

While accreditation is basically a private, voluntary process, accrediting decisions are used as a consideration in many official actions: federal funding agencies consider accreditation as an important factor in determining eligibility for financial assistance; scholarship commissions and philanthropic foundations frequently limit their grants to accredited institutions or programs of study; employers rely on the accredited status of institutions when evaluating credentials; school counselors use the decisions in advising students about colleges and programs; college and university officials depend on them to assess and award academic credit; and potential students need them for assurance that a college or university has met minimum requirements for educational quality. In addition, these decisions are useful to faculty and staff in their efforts to develop comprehensive educational goals. In many professions, eligibility for certification or licensure is limited to graduates of accredited institutions. Finally, the public is protected from unqualified graduates who may have been inadequately prepared for professional practice.

The accrediting process is also useful in helping institutions maintain high educational standards and improve quality. The accrediting bodies provide counsel to both established and developing institutions and protect them from both external and internal encroachments which might jeopardize their educational effectiveness and academic freedom.

The accrediting process is continuously evolving. The trend has been from quantitative to qualitative criteria, from the early days of simple check lists to an increasing interest and emphasis on measuring the outcomes of educational experiences.

The process begins with the institutional or programmatic self-study, a comprehensive effort to measure progress according to previously accepted objectives. The self-study considers the interests of a broad cross-section of constituencies—students, fac-

ulty, administrators, alumni, trustees, and, in some circumstances, the local community. The resulting report is reviewed by the appropriate accrediting commission and serves as the basis for evaluation by a site-visit team from the accrediting group. The site-visit team normally consists of professional educators (faculty and administration), specialists selected according to the nature of the institution, and members representing specific public interests. The visiting team considers the institution or program according to the dimensions of the self-study and adds judgments based on its own expertise and its external perspective. The evaluation team completes a report, which is reviewed by the institution or program for factual accuracy. The original self-study, the team report, and any response the institution or program may wish to make are forwarded to an accreditation review committee. The review body uses these materials as the basis for action regarding the accreditation status of the institution or program. Negative actions may be appealed according to established procedures of the accrediting body.

Accrediting bodies reserve the right to review member institutions or programs at any time for cause. They also reserve the right to review any substantive change, such as an expansion from undergraduate to graduate offerings, and will consider such changes within two years after the changes become effective. In this way accrediting bodies hold their member institutions and programs continually accountable to their educational peers, to the constituencies they serve, and to the public interest.

Historically and currently accreditation at the postsecondary level may be said to foster excellence in postsecondary education through the development of uniform national criteria and guidelines for assessing educational effectiveness; encourage improvement through continuous self-study and review; and assure the educational community, the general public, and other agencies or organizations that an institution or program has clearly defined and appropriate objectives, maintains conditions under which their achievement can reasonably be expected, appears in fact to be accomplishing them substantially, and can be expected to continue to do so.

Accrediting bodies do not rank or grade institutions; they either accredit or decline to accredit them. Most commissions, however, do specify a definite term for which their accreditation is valid, five years usually being the maximum for initial accreditation and ten years for reaccreditation. Many accrediting bodies award candidate status to developing or newly applying institutions which satisfy eligibility requirements and which present evidence of sound planning, adequate implementation resources, and potential for meeting stated goals within a reasonable period of time. This status, designed for postsecondary institutions and programs which may or may not be fully operational, usually is granted for a two-year term. If progress is being made, candidacy can be extended for up to six years. Institutions or programs which show serious weakness in one or more areas, but which at the same time show firm potential for remedying the deficiencies, may be placed in a probationary status. Accreditation continues, but generally for a sharply reduced term, and an interim report or extra site visit is generally required.

Accrediting Organizations

Nine regional commissions in six geographic areas cover all parts of the nation and grant total institutional accreditation. These associations are: Commission on Higher Education, Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, Pennsylvania 19104 (Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, Virgin Islands); Commission on Institutions of Higher

Education, New England Association of Schools and Colleges and Commission on Vocational, Technical, and Career Institutions, New England Association of Schools and Colleges, The Sanborn House, 15 High Street, Winchester, Massachusetts 01890 (Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont); Commission on Institutions of Higher Education, North Central Association of Colleges and Schools, 159 North Dearborn Street, Chicago, Illinois 60601 (Arizona, Arkansas, Colorado, Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, New Mexico, North Dakota, Ohio, Oklahoma, South Dakota, West Virginia, Wisconsin, Wyoming); Commission on Colleges, Northwest Association of Schools and Colleges, 3700-B University Way, N.E., Seattle, Washington 98105 (Alaska, Idaho, Montana, Nevada, Oregon, Utah, Washington); Commission on Colleges, Southern Association of Colleges and Schools and Commission on Occupational Education Institutions, Southern Association of Colleges and Schools, 795 Peachtree Street, N.E., Atlanta, Georgia 30365 (Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia); Accrediting Commission for Senior Colleges and Universities, Western Association of Schools and Colleges, c/o Mills College, Box 9990, Oakland, California 94613 (American Samoa, California, Guam, Hawaii, Trust Territory of the Pacific); and Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, P.O. Box 70, Aptos, California 95003 (American Samoa, California, Guam, Hawaii, Trust Territory of the Pacific).

Beginning in 1975, the Council on Postsecondary Accreditation recognized five specialized associations that accredit total institutions on a national scale. These are: American Association of Bible Colleges, 130-F North College Street, Box 1523, Fayetteville, Arkansas 72701; Accrediting Commission, Association of Independent Colleges and Schools, One Dupont Circle, N.W., Suite 350, Washington, D.C. 20036; National Association of Trade and Technical Schools, 2251 Wisconsin Avenue, N.W., Suite 200, Washington, D.C. 20007; National Home Study Council, 1601 Eighteenth Street, N.W. Washington, D.C. 20009; and Association of Theological Schools in the United States and Canada, 42 East National Road, P.O. Box 130, Vandalia, Ohio 45377.

Finally, thirty-nine national associations offer recognized specialized and professional accreditation for programs or other academic units within an institution. It is thus possible that a large number of accrediting bodies may be involved in a single institution, usually a university with a variety of professional programs. However, the basic accreditation remains membership in one of the regional commissions, upon which virtually all other accreditation is built. Individual exhibits describing the accrediting process in each specialized accrediting agency appear in Part II of this book.

Before the organization of voluntary accrediting associations, state departments of education and state universities were faced with the necessity of judging the quality of the educational programs of collegiate institutions within their states. The statutory responsibilities of the states for licensing public school teachers required the development of systems of state approval of teacher preparation institutions. The Board of Regents of the University of the State of New York was the first state agency to develop machinery for the approval of courses of study in teacher education as well as in the liberal arts and many other specialized areas. The majority of the state agencies did not enter accrediting until after the first decade of the present century, and, to a great extent, have continued to limit their accrediting activities to approval of teacher education programs.

Accrediting activities by state universities in nearly every instance had their origin in relations with the secondary schools. These accrediting activities related to the admission of secondary school graduates to the universities on the basis of certification of the secondary schools rather than entrance examinations given to the applicants. Most of the state universities, however, have abandoned the practice of accrediting other institutions of higher

education and now rely upon the accredited status given through the institutional accrediting associations.

Coordination of Accrediting Organizations

In 1975, the Federation of Regional Accrediting Commissions of Higher Education, which had been founded in 1964 to coordinate the work of the regional bodies, and the National Commission of Accrediting, which was formed in 1949 to review, recognize, and encourage good practices among the specialized accrediting bodies, merged to form the Council on Postsecondary Accreditation. The new COPA organization was expanded beyond the constituents of FRACHE and NCA to include additional national accrediting groups.

Institutional interests were given a direct voice in COPA through the membership of institution-based national associations, which now number seven: the American Council on Education, the American Association of Community and Junior Colleges, the American Association of State Colleges and Universities, the Association of American Colleges, the Association of American Universities, the Association of Governing Boards of Colleges and Universities, and the National Association of State Universities and Land-Grant Colleges. These associations have endorsed COPA as the agency for establishing policies and practices in postsecondary accreditation.

The governance of COPA is vested in a nineteen-member board, representing institutional and specialized accreditation, national associations of colleges and universities, and the general public. A majority of COPA's Board members represent the voluntary accrediting bodies and are selected for their educational leadership and experience in accreditation.

As the relationship between the federal government and the private sector has evolved during the past twenty-five years, the distinctions between the federal regulation of accrediting bodies and the role and responsibility of the private sector have lessened. Although the federal government does not accredit any educational activities, the Veterans Readjustment Act of 1952, which provides for federal assistance to veterans for their education, charged the former United States Commissioner of Education with the responsibility of publishing a list of nationally recognized accrediting agencies which he determined to be reliable authorities for determining the quality of training offered by educational institutions. In 1968, the Accreditation and Institutional Eligibility Staff and an associated internal advisory committee were established in the United States Office of Education to administer the Commissioner's review process for accrediting agencies then being used to establish institutional eligibility for several other education acts.

Into the 1970s, government officials indicated that the Commissioner's list of accrediting agencies should no longer be identified solely with the establishment of eligibility for federal funds, but should also offer assurances of an institution's probity and social conscience, thus initiating a broader federal interest in accreditation matters. Currently, the Director of Eligibility and Agency Evaluation of the United States Department of Education coordinates the federal role in accreditation.

Congressional authorization for federal involvement in non-governmental accreditation has traditionally been limited to the establishment of an institution's eligibility to apply for funds from about thirty to over four hundred federal programs, and the maintenance of records of accrediting status by the Secretary of Education to implement the processes of legislation.

As the system presently functions, there is a need for the federal government to establish eligibility for its funds, as there is a need for the states to charter educational institutions within their jurisdictions. The voluntary sector, represented by the accrediting organizations, serves as a bridge between the federal and state roles in education.

Thus a three-part structure for accreditation has been created.

This three-part structure has been termed a “triad” for eligibility. The triad consists of the federal government, which provides funding for activities related to education; the states, which grant institutional charter or licenses to operate; and the accrediting bodies, which provide an educational assessment of institutions and programs and admit them to membership.

Information on Accredited Institutions

The American Council on Education annually publishes *Accredited Institutions of Postsecondary Education* for COPA which can be ordered from Macmillan Publishing Company, Front and Brown Streets, Riverside, NJ 08075 (telephone: 1-800-257-5755). COPA publishes a *Guide to Recognized Accrediting Agencies* (1986–1988), available from COPA at One Dupont Circle, N.W., Suite 350, Washington, D.C. 20036. *Bibliography on Postsecondary Accreditation*, H.R. Kells, Laura J. Kells, and M.T. Neal, 1984, a two-part annotated volume containing references to doctoral dissertations, books, articles, and historical references (108 pp, \$9.50) is also available from COPA.

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Abbreviations and Definitions

The following sections define many of the terms and abbreviations that readers will encounter in Part III.

B.A.	Bachelor of Arts
B.D.	Bachelor of Divinity
B.F.A.	Bachelor of Fine Arts
B.S.	Bachelor of Science
D.C.	Doctor of Chiropractic
D.D.S.	Doctor of Dental Science or Doctor of Dental Surgery
D.M.D.	Doctor of Dental Medicine
D.O.	Doctor of Osteopathy
D.P.	Doctor of Podiatry
D. Pharm.	Doctor of Pharmacy
D.V.M.	Doctor of Veterinary Medicine
J.D.	Doctor of Jurisprudence
LL.B	Bachelor of Laws
M.B.A.	Master of Business Administration
M.D.	Doctor of Medicine
M. Div.	Master of Divinity
M.F.A.	Master of Fine Arts
M.S.W.	Master of Social Work or Master of Social Welfare or Master in Social Work
O.D.	Doctor of Optometry
Ph.D.	Doctor of Philosophy

Other Abbreviations

AABC	American Association of Bible Colleges
AADSAS	American Association of Dental Schools Application Service
AAUP	American Association of University Professors
ACE	American Council on Education
ACT	American College Testing Program
AFT	American Federation of Teachers
AICS	Association of Independent Colleges and Schools
AMCAS	American Medical College Application Service
AP	Advanced Placement
APP	Advanced Placement Program
ATS	Association of Theological Schools
CLEP	College-Level Examination Program
DANTES (DSSTs)	Defense Activity for Non-Traditional Education Support (DANTES Subject Standardized Tests)
DAT	Dental Aptitude Test
GED	General Educational Development; Administered by ACE
GMAT	Graduate Management Admission Test; Administered by ETS
GRE	Graduate Record Examination
LSAT	Law School Admission Test
LSDAS	Law School Data Assembly Service
MCAT	Medical College Admissions Test
MSA/CHE	Middle States Association of Colleges and Schools Commission on Higher Education
NASA	National Aeronautics and Space Administration

NASC	Northwest Association of Schools and Colleges
NATTS	National Association of Trade and Technical Schools
NCA	North Central Association of Colleges and Schools
NEA	National Education Association
NEASC-CIHE	New England Association of Schools and Colleges—Commission on Colleges
NEASC-CVTCI	New England Association of Schools and Colleges—Commission on Vocational, Technical, Career Institutions
NHSC	National Home Study Council
OCAT	Optometric College Aptitude Test
PSAT	Preliminary Scholastic Aptitude Test; Administered by College Entrance Examination Board
SACS-COEI	Southern Association of Colleges and Schools—Commission on Occupational Education Institutions
SACS-Comm. on Coll.	Southern Association of Colleges and Schools—Commission on Colleges
SAT	Scholastic Aptitude Test
SCAT	School & College Ability Test; Developed and sold (not administered) by Educational Testing Service (ETS); SCAT 3 runs through 12th level, SCAT 2 runs through 14th level (i.e., equivalent to sophomore college year)
TASK	Test of Academic Skills; Stanford
TEEP	Teacher Education Examination Program
TOEFL	Test of English as a Foreign Language; College Board
TSWE	Test of Standard Written English; College Board
URE	Undergraduate Record Examination
WASC-Jr.	Western Association of Schools and Colleges—Accrediting Commission for Community and Junior Colleges
WASC-Sr.	Western Association of Schools and Colleges—Accrediting Commission for Senior Colleges

Definitions

Administrators—institutional staff members with administrative responsibilities who teach no more than one class per term and who have titles such as dean of instruction, academic dean, dean of faculty, dean of students, librarian, registrar, coach, etc.

Audiovisual Materials—teaching and learning aids which are neither books nor microforms, which are interpreted through hearing and / or sight, and which require special equipment to use. Audiovisual materials include motion pictures, records and tapes, filmstrips, slides, transparencies, videotapes, and the like.

Branch Campus—a relatively permanent unit of an institution which offers an organized program(s) of work requiring at least two years of study (as opposed to merely courses) and which is

located in a community beyond a reasonable commuting distance from the main campus or parent institution.

Cluster College—a group of institutions, located within close proximity to each other, which cooperate in providing educational programs and other facilities to students in all the institutions forming the aggregate. Cluster colleges cooperate more closely than institutions joined in a consortium.

Extension Education—instruction other than that offered in the regular academic program on campus. Examples include courses scheduled at night, on weekends, or offered on a correspondence basis to serve special needs of learners such as part-time or fully employed students.

External Degree-Program—system of study that grants credit for courses at institutions other than that offering the degree; that often counts extracurricular learning; and that often emphasizes off-campus, self-directed study.

First-Professional Degree—one which signifies completion of academic requirements for a selected profession and which is based on a program requiring at least two academic years of college work for entrance and at least six years of postsecondary work for completion. First-professional degrees include architecture; dentistry; medicine, optometry; osteopathic medicine; pharmacy; podiatry or podiatric medicine, including chiropody; veterinary medicine; chiropractic; law, general; theological professions, general.

4-1-4—a semester system which consists of two terms, each about 16 weeks long, divided by a one-month term during which students participate in intensive short courses, independent study, employment, or other educational activities.

Free University—programs, usually operating without credit, grades, or attendance constraints, set up by students and faculty for discussion of issues and subjects not necessarily typical of those covered in postsecondary courses.

Full-time Instructional Faculty—those members of the instruction / research staff (including those with released time) who are employed on a full-time basis and whose major regular assignment is instruction. Department heads should be included (if they have no other administrative title and hold faculty rank). Do not include administrators with titles such as dean or instruction, academic dean, dean of faculty, dean of students, librarian, registrar, coach, etc., even though they may devote part of their time to classroom instruction.

Institutional System—a complex comprising two or more separately organized or independently complete postsecondary units under the control or supervision of a single administrative body. (Compare *Multicampus Institution*.)

Intermediate Degree—a formal recognition (degree or certificate) for a program intermediate between the master's degree and the doctor's degree, which in essence is the terminal degree without the dissertation. Examples are Master of Philosophy, Candidate in Philosophy, etc.

Learning Resource Center—a specially designed study area where individual students or groups are provided with study supplies and equipment, usually including books, programmed materials, and audiovisual supplies.

Main Campus—the most important unit in an institution which comprises one or more branch campuses. The main campus (sometimes called the *parent institution*) usually houses the core, primary, or most comprehensive program and is usually also the location of the central administrative office.

Microforms—books, periodicals, and other materials that have been photographically reduced in size for storage, protection, and inexpensive publication and which must be read with the aid of enlarging equipment.

Minority Group—any racial, religious, ethnic, or social aggregation of people who have suffered some discrimination due to bias. Although this term is not a precise one, respondent may wish to answer in terms of HEGIS categories which suggest the following five racial / ethnic groups as minority categories: Black non-Hispanic; American Indian or Alaskan Native; Asian or Pacific Islander; Hispanic; and, under the heading White non-Hispanic, Middle Eastern. For the purposes of this questionnaire, women should not be considered a "minority group."

Multicampus Institution—an organization which resembles an institutional system but is unequivocally designated as a single body organized according to one of the two following specifications: (1) an institution having two or more administratively equal campuses responsible to a central governing structure (which may or may not be located on one of the campuses) or (2) an institution having a main campus with one or more branch campuses attached. (Compare *Institutional System*.)

Organization of Petroleum Exporting Countries (OPEC)—a group of nations established to unify, coordinate, and safeguard the oil policies and interests of its member nations: Algeria, Ecuador, Gabon, Indonesia, Iran, Iraq, Kuwait, Libya, Nigeria, Qatar, Saudi Arabia, United Arab Emirates, Venezuela.

Organized Occupational Program—a course of study consisting of an integrated series of required and elective courses designed to prepare students for employment in a job or cluster of occupations. Programs are science- or engineering-related in areas of data-processing technologies, health services and paramedical technologies, mechanical and engineering technologies, or natural science technologies; other non-science- and non-engineering-related programs are in business and commerce technologies, and public service-related technologies. Completion requires at least one but less than four years of full-time attendance, or the equivalent in part-time attendance, and culminates in formal recognition that the student has completed an organized program.

Part-time Instructional Faculty—those members of the instruction / research staff who are employed to teach less than—and are paid for less than—a full-time course load, however defined by the institution.

Postbaccalaureate—graduate study beyond the bachelor's degree including that toward the first-professional (see definition), master's, intermediate (see definition), and doctoral awards.

Rolling Admissions Plan—the procedure followed by some institutions of immediately considering each student's completed application and notifying the applicant as soon as the school's decision for or against admission has been made. Colleges following this practice announce their admissions decisions continuously over several months in contrast to others which announce all decisions simultaneously.

Sponsored Research—projects funded by extracurricular financial sources, such as government or industry.

Student Services—systems and facilities provided to contribute to student well-being outside the context of formal academic instruction. Student services are provided by counseling centers, financial aid programs, student health systems (unless operated as a self-supporting enterprise), registrar's procedures, and admissions offices.

Terminal Degree—one which represents the highest formal academic recognition or certificate available to an individual in a given field.

3-3—a calendar system in which the academic year is divided into three terms with students enrolled in three courses per term.

Unclassified Students—those who take courses for credit in regular classes with other students but are not candidates for a degree or other formal award.

Upper Division Only—institution which has no freshmen or sophomore postsecondary program.

Degrees Awarded

as: *Area studies degrees*—Those offered in Asian, European, American, Latin American, African, Islamic, Russian and Slavic, Middle Eastern, and Pacific area studies, and other similar fields.

bs / mng: *Business and management degrees.*

comm: *Communications degrees*—Those offered in communications (general), journalism, radio and television, advertising, communication media, and other similar fields.

educ: *Education degrees.*

enrg: *Engineering degrees.*

fine / ap arts: *Fine and applied arts degrees*—Those offered in painting drawing, sculpture, art history and appreciation, music (performing, composition, theory, and liberal arts programs), dance, dramatic arts, applied design, cinematography, photography, and other similar fields.

for lang: *Foreign languages degrees.*

hlth prof: *Health professions degrees*—Those offered in nursing, dental and medical specialties, occupational therapy, optometry, pharmacy, physical therapy, dental hygiene, public health, medical record librarianship, podiatry or podiatric

medicine, chiropody, biomedical communication, veterinary medicine, speech pathology and audiology, chiropractic, clinical social work (medical, psychiatric, and specialized rehabilitation services), medical laboratory technologies, dental technologies, radiologic techniques, and other similar fields.

home ec: *Home economics degrees*—Dietetics.

interdisc: *Interdisciplinary degrees*—Those offered in general liberal arts and sciences: biological, physical, and natural sciences; humanities and social sciences; engineering and other disciplines.

law: *Law degrees (undergraduate).*

lett: *Letters degrees*—Those offered in English (general); English literature; comparative literature; classics; linguistics (include phonetics, semantics, and philology); speech, debate, and forensic science (rhetoric and public address); creative writing; teaching of English as a foreign language; philosophy; religious study; and other similar fields.

phys sci: *Physical sciences degrees*—Those offered in physical sciences (general), physics, chemistry, astronomy, astrophysics, atmospheric sciences and meteorology, geology, geochemistry, geophysics and seismology, earth sciences, paleontology, oceanography, metallurgy, and other similar fields.

pub aff / svcs: *Public affairs and services degrees*—Those offered in community services (general), public administration, parks and recreation management, social work and helping services (other than clinical social work), law enforcement and corrections (baccalaureate and higher programs), international public service (other than diplomatic service), and other similar fields.

soc sci: *Social sciences degrees*—Those offered in social sciences (general), anthropology, archaeology, economics, history, geography, political science and government, sociology, criminology, international relations, Afro-American (black culture) studies, American Indian cultural studies, Mexican-American cultural studies, urban studies, demography, and other similar fields.

theo: *Theology degrees*—Those offered in theological professions (general), religious music, biblical languages, and religious education.

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