

**Academic bills of rights are being considered and adopted at federal, state, and institutional levels to address demands for political diversity in higher education. This article puts this movement in context by examining the historical and current legal status of institutions', faculties', and students' authority to direct the educational process. It highlights the possibility of a dramatic shift in the control of the classroom and curricular content from the institution and faculty to the students, legislatures, and courts. This is a serious issue that needs to be considered and monitored when academic bills of rights are proposed.**