



Chapman University

Fact Book

2004 – 2005



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All Inquiries Should Be Directed To:

Chapman's Institutional Research Office (CIRO)
One University Dr.
Orange, CA 92866

<http://www.chapman.edu/provost/ciro>

Table of Contents

University Profile	7
University Officers.....	8
Board of Trustees.....	9
President’s Cabinet	10
Board of Governors.....	11
Locations.....	12
Mission.....	14
Vision.....	14
History.....	14
History Timeline	15
Core Values.....	16
Chapman Commitments.....	17
Characteristics of a Chapman Orange Campus Undergraduate.....	18
Graduate Programs.....	19
Schools and Colleges	20
Academic Programs	26
Academic and Research Centers.....	31
Libraries	33
Student Body.....	33
Student Organizations.....	35
Athletics	37
Accreditation.....	38
Trends and Growth.....	39
Undergraduate Headcount Enrollment – Orange Campus.....	40
Graduate Headcount Enrollment – Orange Campus.....	40
Law School Headcount Enrollment – Orange Campus	41
Overall Headcount Enrollment (Term D) – University College.....	41
Undergraduate Headcount Enrollment (Term D) – University College.....	42
Graduate Headcount Enrollment (Term D) – University College	42
Average High School GPA of New Freshmen – Orange Campus	43
Percent of New Freshmen in Top 25% of Their Graduating Class – Orange Campus	43
Average SAT Score of New Freshmen – Orange Campus.....	44
Full-Time Faculty Headcount – Orange Campus and Law School	44
Fall-to-Fall Retention Rate, First-time Full-time Freshmen – Orange Campus	45
Six-Year Graduation Rate, First-time Full-time Freshmen – Orange Campus	45
Orange Campus.....	47
New Freshman Profile	48
<i>Applicants, Admissions, and Enrollees (Domestic & International)</i>	48
<i>Mean SAT and ACT Scores and GPA of Entering Freshmen</i>	48
<i>Headcount by Race/Ethnicity (Domestic & International)</i>	49

Admissions.....	50
<i>Domestic Applicants, Admits, and Enrollees by Level</i>	50
<i>International Applicants, Admits, and Enrollees by Level</i>	51
Enrollment.....	52
<i>Total Headcount Enrollment by Level, Gender, and Race/Ethnicity</i>	52
<i>Total Headcount Enrollment by Level</i>	53
<i>Total Headcount Enrollment by Level and Gender</i>	53
<i>Total Enrollment by Race/Ethnicity</i>	54
<i>Total Undergraduate Enrollment by Race/Ethnicity</i>	54
<i>Total Graduate and First Professional Enrollment by Race/Ethnicity</i>	55
<i>Total Undergraduate Headcount Enrollment by Load</i>	56
<i>Total Graduate Headcount Enrollment by Load</i>	56
<i>Total Law School Headcount Enrollment by Load</i>	57
<i>Full-Time Headcount Enrollment by Level, Gender, and Race/Ethnicity</i>	58
<i>Full-Time Headcount Enrollment by Level</i>	59
<i>Part-Time Headcount Enrollment by Level, Gender, and Race/Ethnicity</i>	60
<i>Part-Time Headcount Enrollment by Level</i>	61
<i>Total Degree-Seeking Headcount Enrollment by Level and School/College and Department</i>	62
<i>Total Degree-Seeking Headcount Enrollment by School/College</i>	63
<i>Total Degree-Seeking Undergraduate Headcount Enrollment by School/College</i> ..	63
<i>Total Degree-Seeking Graduate & First Professional Headcount Enrollment by School/College</i>	64
Degrees Awarded.....	65
<i>Retention and Graduation Rates</i>	65
<i>Degrees Awarded by Level and Gender</i>	65
<i>Degrees Awarded by Gender and Race/Ethnicity</i>	66
<i>All Degrees Awarded by Race/Ethnicity</i>	67
<i>Undergraduate Degrees Awarded by Race/Ethnicity</i>	67
<i>Graduate Degrees Awarded by Race/Ethnicity</i>	68
<i>First Professional Degrees Awarded by Race/Ethnicity</i>	68
<i>Degrees Awarded by Level and School/Department</i>	69
<i>Distribution of All Degrees Awarded by School/College</i>	70
<i>Distribution of Undergraduate Degrees Awarded by School/College</i>	70
<i>Distribution of Graduate & First Professional Degrees Awarded by School/College</i>	71
<i>Distribution of Degrees Awarded by Level</i>	71
<i>Undergraduate Degrees Awarded by Major</i>	72
<i>Graduate Degrees Awarded by Major</i>	73
<i>Credentials Recommended</i>	74
Faculty.....	75
<i>Full-Time Faculty by Gender and Race/Ethnicity</i>	75
<i>Full-Time Faculty by Gender</i>	76
<i>Full-Time Faculty by Race/Ethnicity</i>	76

<i>Part-Time Faculty by Gender and Race/Ethnicity</i>	77
<i>Part-Time Faculty by Gender</i>	78
<i>Part-Time Faculty by Race/Ethnicity</i>	78
Staff.....	79
<i>Full-Time Staff by Classification, Gender, and Race/Ethnicity</i>	79
<i>Full-Time Staff by Gender</i>	80
<i>Full-Time Staff by Race/Ethnicity</i>	80
<i>Part-Time Staff by Classification, Gender, and Race/Ethnicity</i>	81
<i>Part-Time Staff by Gender</i>	82
<i>Part-Time Staff by Race/Ethnicity</i>	82
University College	83
Admissions.....	84
<i>Total Applicants, Admits, and Enrollees, by Level</i>	84
<i>Transfer GPA by Level</i>	84
Enrollment.....	85
<i>Total Headcount Enrollment by Level, Gender, and Race/Ethnicity</i>	85
<i>Full-Time Headcount Enrollment by Level, Gender, and Race/Ethnicity</i>	86
<i>Part-Time Headcount Enrollment by Level, Gender, and Race/Ethnicity</i>	87
<i>Total Enrollment by Race/Ethnicity</i>	88
<i>Total Enrollment by Level and Race/Ethnicity</i>	88
<i>Total Headcount Enrollment by Level</i>	89
<i>Total Headcount Enrollment by Level, Load, and Gender</i>	89
<i>Total Undergraduate Headcount Enrollment by Load</i>	90
<i>Total Graduate Headcount Enrollment by Load</i>	90
<i>Total Headcount Enrollment by Campus and Level</i>	91
<i>Total Headcount Enrollment by Division and Level</i>	91
<i>Total Headcount Enrollment by Division</i>	92
<i>Total Undergraduate Headcount Enrollment by Division</i>	92
<i>Total Graduate Headcount Enrollment by Division</i>	93
Degrees Awarded.....	94
<i>Degrees Awarded by Campus and Level</i>	94
<i>Degrees Awarded by Level and Gender</i>	95
<i>Distribution of Degrees Awarded by Level</i>	95
<i>Degrees Awarded by Gender and Race/Ethnicity</i>	96
<i>Total Degrees Awarded by Race/Ethnicity</i>	97
<i>Undergraduate Degrees Awarded by Race/Ethnicity</i>	97
<i>Graduate Degrees Awarded by Race/Ethnicity</i>	98
<i>Degrees Awarded by Level and Division</i>	99
<i>All Degrees Awarded by Division</i>	99
<i>Undergraduate Degrees Awarded by Division</i>	100
<i>Graduate Degrees Awarded by Division</i>	100
<i>Undergraduate Degrees Awarded by Major</i>	101
<i>Graduate Degrees Awarded by Major</i>	101
<i>Credentials Recommended</i>	102

Faculty.....	103
<i>Full-Time Faculty by Gender and Race/Ethnicity</i>	103
<i>Core Faculty by Gender and Race/Ethnicity</i>	103
<i>Full-Time and Core Faculty by Gender</i>	104
<i>Full-Time and Core Faculty by Race/Ethnicity</i>	104
<i>Part-Time Faculty by Gender and Race/Ethnicity</i>	105
<i>Part-Time Faculty by Race/Ethnicity</i>	105
<i>Part-Time Faculty by Gender</i>	106
Staff.....	107
<i>Full-Time Staff by Classification, Gender, and Race/Ethnicity</i>	107
<i>Full-Time Staff by Gender</i>	108
<i>Full-Time Staff by Race/Ethnicity</i>	108
<i>Part-Time Staff by Classification, Gender, and Race/Ethnicity</i>	109
<i>Part-Time Staff by Gender</i>	110
<i>Part-Time Staff by Race/Ethnicity</i>	110
Maps and Contact Information	111
Orange Campus Map	112
Orange Campus Contact Information	113
University College Campuses.....	114
University College Contact Information.....	115

A Profile of Chapman University

University Officers

University Presidents

James B. Martin	1863-1875
Benjamin H. Smith	1875-1878
Allen M. Elston	1878-1892
Henry D. McAneney	1892-1912
Arthur C. Braden	1922-1929
Cecil F. Cheverton	1929-1941
George N. Reeves	1942-1956
J.E. Wilkinson (Acting)	1956-1957
John L. Davis	1957-1971
Donald C. Kleckner	1971-1975
Davis Chamberlin (Acting)	1976-1977
G.T. Smith	1977-1988
James L. Doti (Acting)	1988-1989
Allen E. Koenig	1989-1991
James L. Doti	1991-present

Administration

Dr. James L. Doti, President and Donald Bren Distinguished Chair
Dr. Harry Hamilton, Interim Provost and Executive Vice President
Mr. Gary Brahm, Executive Vice President and COO
Dr. Joseph Kertes, Vice President and Dean of Students
Ms. Saskia Knight, Vice President and Dean of Enrollment Services
Ms. Sheryl A. Bourgeois, Vice President for University Advancement
Mr. Parham H. Williams, Jr., Vice President and Dean of the School of Law
Dr. David Fite, Associate Provost for Institutional Planning and Assessment
Dr. Jeanne Gunner, Associate Provost for Academic Programs
Dr. Raymond Sfeir, Associate Provost for Academic Affairs
Dr. Ellen Curtis-Pierce, Assistant Provost for Teacher Education
Ms. Amy Friedli, Assistant Provost
Ms. Charlene Baldwin, Dean of the Leatherby Libraries
Dr. Ronald L. Farmer, Dean of the Wallace All Faiths Chapel

Academic Deans

Dr. Francis Tuggle, Dean, George L. Argyros School of Business and Economics
Dr. Myron Yeager, Dean, School of Communication Arts
Dr. Donald N. Cardinal, Dean, School of Education
Mr. Robert Bassett, Dean, Lawrence & Kristina Dodge College of Film and Media Arts
Mr. Parham Williams, Dean, School of Law and Donald P. Kennedy Chair
Dr. William Hall, Dean, School of Music and Berteau Chair
Dr. Roberta Lessor, Dean, Wilkinson College of Letters and Sciences
Dr. Karen Graham, Dean, University College

Board of Trustees**Officers**

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 Mr. Doy B. Henley, Executive Vice Chairman
 Mr. Paul Folino, Vice Chairman
 Mr. Donald P. Kennedy, Vice Chairman
 Ms. Marion Knott, Secretary
 Ms. Lynn Hirsch Booth, Assistant Secretary

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 The Honorable Christopher Cox
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 J. Ben Crowell
 Robert A. Elliott
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 Roger C. Hobbs
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 Bill K. Hood
 Mark Chapin Johnson '05
 Joann Leatherby
 Hadi Makarechian
 Charles D. Martin
 Paul Musco
 Cecilia Presley
 Harry S. Rinker
 Barry Rodgers
 James B. Roszak
 Susan Samuelli
 The Honorable Loretta L. Sanchez '82
 Richard R. Schmid
 Dr. Allen Sessoms

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R. David Threshie
Daniel D. Villanueva
Dr. Karen R. Wilkinson '69
David W. Wilson

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H. Ross Escalette
Adam J. Riffe '95
Eric M. Scandrett
Don W. Shelton
John M. Silberstein '88
Rev. Stanley D. Smith '67
Denny Williams

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Leslie N. Duryea
Francis E. Griset
Dr. Thomas J. Liggett
Jack B. Lindquist
Gloria H. Peterson '40
Dr. Dennis B. Savage
Harmon S. Wilkinson '35

President's Cabinet

Heidi Cortese-Sherman
Lawrence K. Dodge
Douglas K. Freeman
Robert Gray
General William Lyon
Ralph Stern
Roger O. Walther

Board of Governors**Officers**

H. Ross Escalette, Chairman
 Marta Bhathal, Vice Chairman
 Douglas E. Willits '72, Secretary

Governors

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 Kathleen A. Bronstein
 James P. Burra
 Jerome W. Cwiertnia
 Judith A. Garfi-Partridge
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 Matthew F. Schafnitz
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 Ralph L. Tomlinson, Jr.

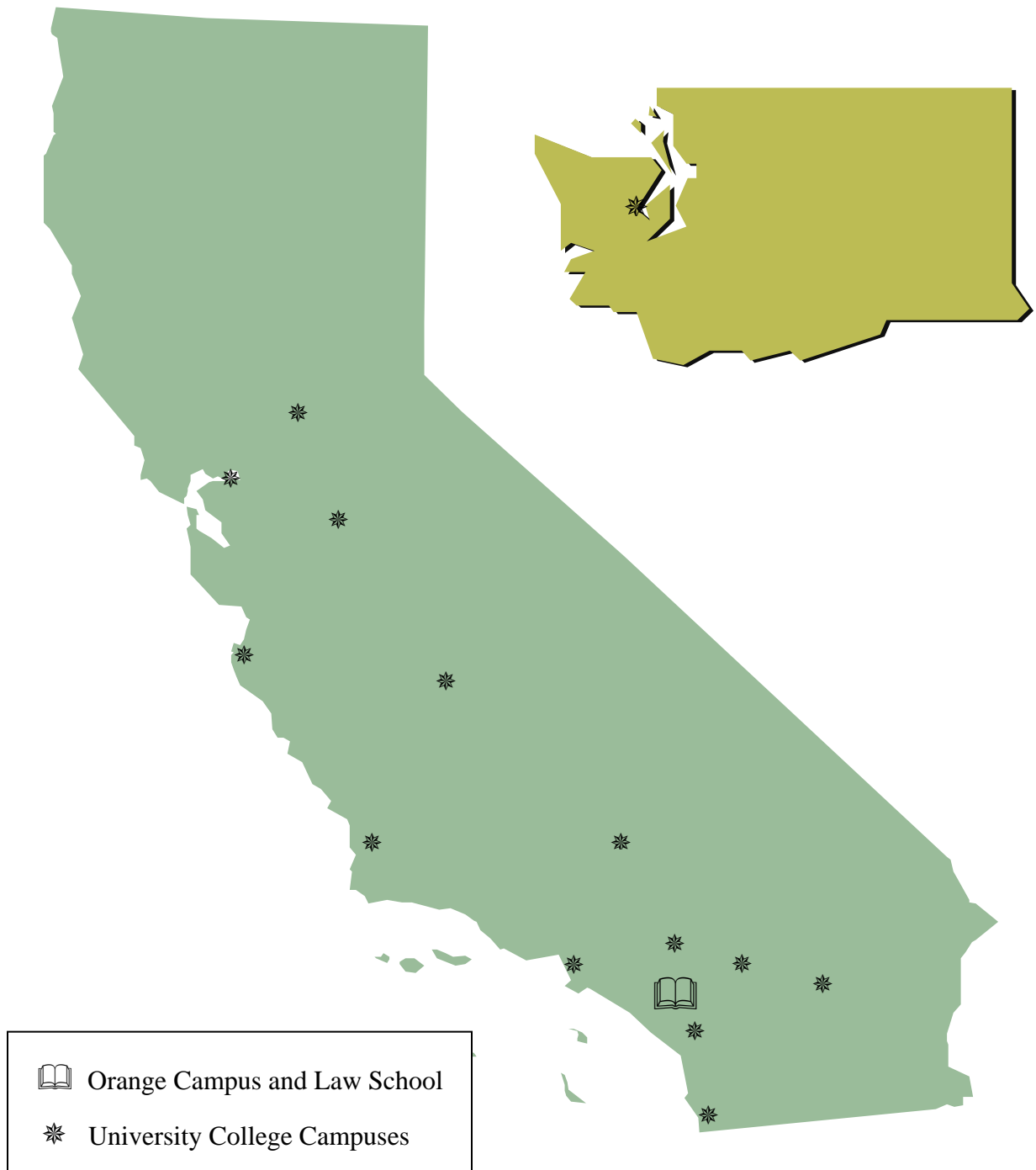
Governors Emeriti

Donald A. Bushenfield
 Gary E. Liebl

Ex-Officio Governors

James L. Doti
 Sheryl Bourgeois

Locations



Orange Campus & Law School: Orange, CA

University College Campuses:

Antelope Valley

Edwards AFB

Bay Area

Concord

Fairfield

Travis AFB

Coachella Valley

Twenty-Nine Palms MCAGCC

Irvine

Los Angeles / Manhattan Beach

Modesto

Monterey

Moreno Valley

Ontario

Victor Valley

Sacramento Valley

Diamond Springs

Roseville

Yuba City

San Diego

Santa Maria

Vandenberg AFB (closed as of Term C 2005)

South San Joaquin Valley

Hanford

Lemoore NAS

Visalia

Washington

Bangor NSB

Ft. Lewis

McChord AFB

Whidbey Island NAS

Mission

The mission of Chapman University is to provide personalized education of distinction that leads to inquiring, ethical, and productive lives as global citizens.

Vision

Chapman University provides educational leadership as a preeminent university committed to excellence, innovation and accountability in all endeavors. Our dynamic, stimulating community is committed to value-centered personalized learning, with a curriculum distinguished by liberal arts and professional programs that reach beyond the boundaries of the classroom.

History

Founded in 1861, Chapman University is recognized for its liberal arts core, distinguished faculty, innovative programs, and personalized attention to students. The university strives to develop in students the ability to think clearly, communicate effectively, explore issues from contrasting points of view, value human and cultural diversity, and make informed ethical judgments in an increasingly complex world.

Located in the city of Orange, Chapman is one of the oldest, most prestigious private universities in California and is the largest independent university in Orange County. Offering a breadth of fields typically reserved for much larger institutions, Chapman is ranked in the top tier of *U.S. News and World Report's* Western region universities and has been named one of *The Princeton Review's* "Best Colleges" for 2005-2006. The university is comprised of eight schools and colleges: the George L. Argyros School of Business and Economics, Lawrence and Kristina Dodge College of Film and Media Arts, School of Communication Arts, School of Education, School of Law, School of Music, Wilkinson College of Letters & Sciences, and University College.

Chapman University traces its roots to Hesperian College in Woodland, California, founded by members of the Christian Church (Disciples of Christ) and opened at the very hour of Abraham Lincoln's inauguration as the 16th U.S. president in 1861. Over the years, Hesperian merged with several other institutions and eventually became California Christian College in Los Angeles.

Charles C. Chapman, a pioneer California business leader and citrus grower, became the school's principal benefactor, and in 1934 the institution was re-named Chapman College in his honor. Mr. Chapman served as the first president of the Board of Trustees and remained actively involved with the college until his death in 1944.

Chapman College moved from Los Angeles to the city of Orange in 1954, after purchasing the old Orange High School campus with its handsome collection of Neoclassical buildings. In September 1991 the college became Chapman University, further strengthening its prestige and its commitment to international education, an innovative undergraduate curriculum, and distinguished graduate programs. The university remains true to its roots: developing the intellectual, ethical, spiritual and physical facets of the individual; and fostering a stimulating intellectual community built upon interactive dialogue and inquiry among faculty and students.

History Timeline

- 1861 Founded as Hesperian College in Woodland, CA.
- 1921 Became California Christian College in Los Angeles.
- 1925 Panther is designated as the official sports mascot.
- 1934 Re-named Chapman College in honor of benefactor Charles C. Chapman.
- 1954 Moved to present campus in the city of Orange, 35 miles south of L.A.
- 1958 Chapman College opens its first adult program at El Toro Marine Air Station.
- 1959 First on-campus residence halls open.
- 1968 Annual giving tops \$1 million for the first time.
- 1977 School of Business and Management opens.
- 1978 Hutton Sports Center opens.
- 1991 Chapman College becomes Chapman University.
- 1992 Argyros Forum opens.
- 1994 Intercollegiate football returns to Chapman after a 62-year absence.
- 1995 School of Law opens (and receives full accreditation by ABA in 2002).
School of Film and Television opens.
- 2001 College of Lifelong Learning becomes Chapman University College.
- 2002 Millennium Campaign raises more than \$215 million.
- 2004 Lawrence and Kristina Dodge donate \$20 million to establish Dodge College of Film and Media Arts; Marion Knott donates \$5 million to build Knott Studios; ground broken on Knott Studios complex.
Chapman celebrates 50 years in Orange County.
Four new buildings—the Leatherby Libraries, Fish Interfaith Center/Wallace All-Faiths Chapel, Oliphant Hall, and a new residence hall—open on campus.

Core Values

As an institution of higher learning approaching its 150th year, Chapman University is built on specific values that have come to define and distinguish the kind of people this university attracts and the kind of education this institution offers. Much of our overarching philosophy is reflected in the fact that the university has adopted the life and words of Albert Schweitzer as our “guiding spirit.” Schweitzer is recognized on campus by the bust in front of Argyros Forum as well as by the graceful Schweitzer Mall that links one end of the campus to the other, where meditation areas offer quotations from Schweitzer’s writings as a reminder of his humanitarian ideals. The work of the Albert Schweitzer Institute and the university’s collection of Schweitzer artifacts support this linkage between the values of Chapman University and those of Albert Schweitzer.

Personalized education

The heritage of Chapman University is centered on offering *personalized education*. Such an education involves *caring for the whole person*. This means that each individual is valued as unique and important, and the whole person is developed, not simply his or her intellect. We also recognize that personalized education requires *instilling a strong sense of community*, a sense that one belongs to a wider circle of people with whom one shares common experiences, interests and values. Our concept of personalized education is also intimately tied to the belief that it involves *engendering a lifelong passion for learning*.

Spiritual growth and moral education

As an institution, Chapman University draws strength from its denominational origin and affiliation with the Christian Church (*Disciples of Christ*); thus a Chapman education is dedicated to openly affirming diverse ethical and religious perspectives. We are proud to call ourselves a value-centered institution, meaning that we place the exploration of values at the center of thinking and learning. We do not prescribe values, but we do encourage all students to reflect on their personal values and think about the values of others. Because we believe that the life of the mind embraces an individual’s spiritual growth and moral education, we also draw upon the *traditions of peace and social justice* that are rooted in Disciples teaching. We encourage *a commitment to service and volunteerism* among all members of the Chapman community at the same time that we *encourage students to become ethical and responsible citizens*.

Education for a new world

Although Chapman offers a wide variety of educational programs, including professional education and adult and distance learning programs, we continue our primary *commitment to the liberal arts*. Because a liberal arts degree emphasizes the growth of the mind, we believe this kind of education is an ideal preparation for students as they face an ever-changing world. Thus, we encourage students to *explore and appreciate diversity of thought and experience* and to *develop a global understanding* that will serve them well in our interconnected society.

Chapman Commitments

In support of our mission and values, Chapman has developed an academic vision and planning process to focus all of our efforts on delivering the highest quality education for our students. Everything we do, every unit on campus, every service and every person who is part of the Chapman community is, directly or indirectly, dedicated to this end.

A learning community

Faculty who bridge research and practice—faculty who connect active scholarship and creative activity with teaching and learning—are central to a Chapman education. Equally important is the highly developed sense of community found at Chapman—a learning community that cultivates and values connections across disciplines and across time. Students and faculty often stay connected with each other beyond the limits of their classroom days, staying in touch, sometimes for decades, as they continue to nurture friendships and shared interests born at Chapman.

A focus on educational effectiveness

Faculty who are committed to defining and assessing learning outcomes connect teaching and learning. Through such self-reflection we consider how a Chapman education expresses the university's values and how we can best serve our students. We believe we must constantly challenge ourselves to improve educational effectiveness. Faculty are expected to stretch in their scholarship and creative activities as they continue to refine their teaching methods. A campuswide commitment to increasing our knowledge and use of technology in both teaching and learning is an important component of this work.

A commitment to selectivity and diversity

As an institution, Chapman is committed to the twin values of academic selectivity and the diversity of our campus population. Without sacrificing the university's emphasis on the academic quality of our incoming students, we are also committed to creating educational opportunity for a wide range of students through opportunities such as the Thurgood Marshall Scholarship program. Our commitment to diversity extends to recruiting, hiring and academic planning. We offer a wide range of courses that address multicultural issues and help students develop a global perspective.

A balanced living and learning environment

Chapman University offers a balance of liberal arts and professional programs in a learning-centered environment. Campus and academic activities of all kinds support a living/learning environment that recognizes that much of a student's education must take place outside of the classroom. Our beautiful campus invites students and visitors alike not only to engage in a reflective approach to life but also to extend their time on campus and enjoy the many offerings of our intellectual community.

Characteristics of a Chapman Orange Campus Undergraduate

Chapman's general education is designed to focus student learning so that each graduate is known for the depth and breadth of his or her education according to the following principles:

Skills

1. A Chapman graduate should be able to reason, write and speak clearly and effectively.
2. A Chapman graduate should be competent in at least one other language besides English.
3. A Chapman graduate should be competent in mathematics and quantitative reasoning.
4. A Chapman graduate should be competent in the use of current technology to access, organize, and analyze information.

Values

5. A Chapman graduate should understand fundamental issues in ethics and morality, and be able to use ethical analysis and moral reasoning in the pursuit of a more just and humane world.

Knowledge

6. A Chapman graduate should understand the historical, philosophical, and political wellsprings of contemporary American society.
7. A Chapman graduate should understand other cultures in order to contribute to a world where societies with different or divergent values and perspectives increasingly come into contact.
8. A Chapman graduate should have knowledge of the fine and performing arts, and an awareness of the creative process.
9. A Chapman graduate should have a broad familiarity with literature and the other humanities.
10. A Chapman graduate should understand the concepts and analytic techniques of modern social science.
11. A Chapman graduate should understand the fundamental processes of nature, and be acquainted with the methodologies of science by which humankind has come to understand these processes.
12. A Chapman graduate should possess advanced and current knowledge of a major field or discipline.
13. A Chapman graduate should understand the interdependence of disciplines, particularly the connections between a chosen major and those areas of study encountered in the core curriculum and electives.

Graduate Programs

Graduate study offers students the opportunity to pursue a broader and deeper knowledge of their disciplines as part of Chapman's commitment to encouraging a lifelong passion for learning. Graduate students are invited to join faculty as co-learners in study and research that stimulate the individual and expand the boundaries of knowledge.

Graduate students are expected to show persistence, maturity, the capacity for growth, and a commitment to the life of the mind. Master's degree programs prepare students for doctoral study as well as for advancement in selected professional careers.

Chapman's distinctive graduate studies programs are designed to facilitate a high quality education built on student access—access to faculty, resources, internships and classes. Small classes guarantee access and personal guidance from faculty members who are well-respected teachers and professionals in their fields of endeavor. By working side-by-side with faculty on research and other projects, students learn more about their fields of study and can explore their personal interests within those fields.

Access to internships in most programs encourages students to test theory through invaluable on-the-job experience, further building student self-confidence and developing skills and applied knowledge.

Classes offered in the late afternoon and early evenings are designed to enhance accessibility for students who continue working in their full-time professions.

Schools and Colleges

The George L. Argyros School of Business and Economics

Chapman's AACSB-accredited Argyros School of Business and Economics offers MBA, Executive MBA, and MS in Human Resource Management programs, along with broad-based undergraduate degrees in business administration, accounting, and economics. The faculty places a high premium on active research and has strong connections with the local business community. Alumni from the School of Business and Economics foster an active network of connections for recent and established graduates alike.

The A. Gary Anderson Center for Economic Research, under the leadership of Dr. Esmael Adibi, presents the annual Economic Forecast Conference, which draws nearly 1,000 prominent businesspeople to campus to hear nationally recognized economist Dr. James Doti present his innovative regional forecast. The Chapman Econometric Model, a quarterly model of the U.S., California, and Orange, Los Angeles and Riverside/San Bernardino counties developed by Chapman faculty and students, generates the forecasts. The Chapman Model makes it possible to forecast the direction of key economic indicators and thus enables local communities to make more efficient planning and investment decisions. These research results have been quoted in *The Wall Street Journal*, *Business Week*, *Newsweek*, *The New York Times*, *Time Magazine*, *Christian Science Monitor*, and *U.S.A. Today*.

School of Communication Arts

The School of Communication Arts offers degree programs in four departments: Art, Communication Studies, English and Comparative Literature (moving to Wilkinson College of Letters and Sciences in the 2005-2006 academic year), and Theater and Dance. United by a common interest in the creative process and the many forms of communication—written, oral, artistic, and performance based—the School of Communication Arts provides programs and activities that enable students to develop their intellectual and creative abilities.

Students in the Department of Art, with its programs in art history, studio art, or graphic design, develop creative, analytical, and technical skills necessary for a successful career in the arts. The Guggenheim Gallery, which provides students opportunities to showcase their work in juried exhibitions, also hosts regular exhibitions of works by noted professional artists. Students in Communication Studies are encouraged to examine how the ways in which we communicate shape how we think, interact, and learn as individuals and as participants in social and organizational activities. Award-winning forensics teams offer students the means to compete in regional and national tournaments in such areas as speech, debate, mock trial, and reader's theatre. In addition, students may learn media realities through Chapman Radio, also sponsored by the department. Students in

the Department of English and Comparative Literature may elect from programs in literature, comparative literature, creative writing, and teaching. Guest writers sponsored by the John Fowles Literary Center and the department's lecture series provide students with the opportunity to explore the creative process with nationally and internationally recognized writers. The department's award winning publications, The Panther student newspaper and Calliope creative writing journal, offer students the means to publish their works in a juried context. Students in the Department of Theatre and Dance develop performance and technical skills in a liberal arts context. Through six mainstage productions per year, students showcase their performance and technical development. Award-winning performances in regional and national dance and theatre competitions and festivals have earned students and the department national recognition.

School of Education

Chapman provides a distinctively holistic approach to developing educators as leaders in today's schools as teachers, specialists, counselors, psychologists and administrators. Programs are service-oriented, consciously aiming to prepare our students to work with the children and youth of varied cultural backgrounds, economic levels, and value orientations that are found in contemporary California.

The faculty believe that it is important that future teachers feel capable of, and committed to, making a constructive contribution to the improvement of the educational system, and that they are equipped with the skills and knowledge needed to do so. Chapman students are taught to understand and appreciate the social forces that influence schooling and the role that schools play in the creation and perpetuation of educational inequity, so that they may choose to do what they can to act on the side of social justice, both in the classroom and beyond.

The Lawrence and Kristina Dodge College of Film and Media Arts

The nationally recognized Dodge College of Film and Media Arts offers undergraduate and graduate degrees leading to careers in the dynamic worlds of film and television, broadcast journalism, and public relations and advertising. Students start filming in their first class under the guidance of award-winning faculty, enjoy 24-hour access to the latest digital equipment and interact personally with well-known writers, directors, producers and editors who screen their work on campus as part of the college's focus on introducing students to "the business of the business" so that they can launch their careers.

During the spring semester, the Marion Knott Filmmaker-in-Residence Program brings a renowned filmmaker to campus to interact with students. Each week, the Filmmaker-in-Residence mentors 10 Knott Scholars individually on their film projects. In addition, the Filmmaker-in-Residence hosts a dinner for another group of students as well as screening one of his or her films or that of a guest artist for the Entertainment Arts Forum class,

followed by a Q & A. Filmmakers-in-Residence have included director Arthur Hiller (*Love Story, Silver Streak, Hospital*), director Mark Rydell (*On Golden Pond, The Reivers, Cinderella Liberty*), director Daniel Petrie Sr. (*A Raisin in the Sun, Fort Apache: The Bronx*), writer/editor Bob Jones (*Being There, Shampoo, The Last Detail*), director John Badham (*Saturday Night Fever, War Games, Short Circuit*), director Peter Medak (*Romeo is Bleeding, The Ruling Class*), and Oscar-winning writer and director David Ward (*The Sting, Major League, Sleepless in Seattle*).

Outreach programs include *First Cut*, the annual screening of student work in Hollywood, and the production of *Killer Scripts*, the top student scripts that are submitted to industry agents and production companies to showcase student work. Students internships are available at the major studios, production companies, television stations and PR and advertising agencies.

School of Law

Established in 1995 and accredited by the American Bar Association in 2002, the Chapman University School of Law offers exceptional programs in its \$30-million, state-of-the-art Kennedy Hall on Chapman's Orange campus. The School of Law's location in the heart of the university provides invaluable opportunities to enrich the legal education experience with an exciting array of interdisciplinary learning experiences. In addition to team-taught and cross-listed courses, law students enjoy all the facilities of the main campus, including sports facilities, extensive student services, and access to the main library and other research resources.

The School of Law is committed to providing personalized education in a challenging academic environment that stimulates intellectual inquiry, embraces diverse ideas and viewpoints, and fosters competent, ethical lawyering. The law school has a faculty of 26, many with teaching experience at other ABA-accredited law schools; a law library with more than 280,000 volumes and volume equivalents; and a comprehensive curriculum that offers sound training in the core courses and a useful array of electives. In addition to traditional interdisciplinary courses, law students may enroll in the Juris Doctor/Master of Business Administration (JD/MBA), a dual degree program offered in conjunction with the George L. Argyros School of Business and Economics. At the graduate level, legal practitioners may earn the LLM degree in Taxation.

The School of Law also offers a variety of legal clinics designed to help students hone their legal skills and prepare for legal careers while providing needed services to the community. These include the Elder Law Clinic, the Ninth Circuit Appellate Advocacy Clinic, the United States Tax Court Clinic, and the Low-Income Taxpayer Clinic. The Elder Law Clinic is housed in the new Alona Cortese Elder Law Center located a block from Kennedy Hall.

The Claremont Institute Center for Constitutional Jurisprudence, under the direction of Professor John Eastman, provides students an opportunity to earn credit by assisting Professor Eastman with the Center's ongoing trial and appellate litigation. Students conduct research, draft discovery, prepare draft summary judgment motions and appellate briefs, and attend hearings.

School of Music

The School of Music, accredited by the National Association of Schools of Music, is an internationally known program that draws instrumental and choral performance students from around the country. With an emphasis on personal instruction, the school offers a conservatory-style environment. Performances by Chapman musical groups are much in demand. The school offers music education with an emphasis on traditional academic disciplines combined with the development of personal performance skills within Chapman's liberal arts framework.

The philanthropic vision of Toni Oliphant has assured that our stellar students have a state-of-the-art home. Oliphant Hall, a recent 24,000 square-foot addition to the School of Music complex that opened in Fall 2004, is a visionary design that incorporates the latest technology in music education, linking all instructional, performance and recording areas, as well as faculty offices and studios. With this sophisticated linkage, the School of Music will be able to record classes, rehearsals and concerts with a flexibility and technical clarity that is not available in other area schools. Thus, students will benefit from dynamic music pedagogy that weds the best in personalized education with cutting-edge technology.

Chapman's orchestral and choral performance groups have toured the nation and the world. The University Choir is in regular performances with the Los Angeles Philharmonic and the Hollywood Bowl Orchestras.

Wilkinson College of Letters and Sciences

Wilkinson College of Letters and Sciences was the first college at Chapman University, and our programs follow the longest established tradition in higher education, the liberal arts. Wilkinson College builds on higher education's 19th century emphasis on practical skills and on the 20th century commitments to accessibility, social consciousness, and a responsive, relevant curriculum. As we begin the 21st century, Wilkinson College advances these traditions through a liberal education that is grounded in the values of stewardship, community, and service—the ethical legacy of Chapman's founders.

UNIVERSITY PROFILE

Wilkinson College faculty teach the majority of courses in Chapman's general education program and in exceptional undergraduate degree programs in the biological sciences, chemistry, computer science, food science and nutrition, history, legal studies, languages, leadership and organization studies, mathematics, peace studies, philosophy, political science, psychology, religious studies, and sociology; and Wilkinson College houses the University Honors Program. Wilkinson College students excel in impressive graduate programs, including the Doctor of Physical Therapy, the Master of Science in Food Science and Nutrition, and the Master of Arts in Psychology.

With a strong commitment to fostering lifelong learning, Wilkinson College offers education opportunities that benefit audiences beyond the Chapman community. The college welcomes Southern California participants to its many lecture series addressing topical social and political issues, and to the Rodgers Center for Holocaust Education, the Sala and Aron Samuelli Holocaust Memorial Library, and the Albert Schweitzer Institute. Wilkinson College students also expand their knowledge of the world and their understanding of themselves through study abroad and internship experiences—including the Washington Semester and Orange County Internship Program.

Wilkinson students join an intellectual community through their collaborative research with faculty. Beginning with hands-on experience in the field and in laboratories, students conduct research in the natural, social, and behavioral sciences, pushing the boundaries of what we know about the world around us. As members of research teams, Wilkinson students present their findings at professional conferences, and their work is published in national journals. Wilkinson is home to the Henley Social Sciences Research Laboratory, which provides consulting and research services to government agencies, non-profits, political campaigns, community and private organizations, and the media. Wilkinson students apply their developing academic knowledge to real-world experiences through community service, in such diverse settings as the Second Harvest Food Bank, community park cleanup, psychological counseling centers, shelters, group homes, crises centers, public and private schools, and the Incredible Edible Food Park, among others.

In the diverse programs that comprise Wilkinson College, students begin living their future before they graduate. In the Wilkinson College tradition, that means students learn how to make a difference in the world around them. Through the guidance of committed faculty, students learn in classrooms and laboratories as well as through internships and community service. Before leaving the university, they begin their lives as informed, engaged citizens.

Chapman University College

University College of Chapman University was established to provide traditional quality education for adult learners. The administration of University College (CUC) is under the direction of the Provost of Chapman University, the Dean of University College, an Associate Dean of Faculty Development, an Associate Dean of Operations, four Division Chairs, and individual Campus Directors. In recognition of the population it serves, University College is affiliated with the Council for Adult & Experiential Learning (CAEL), a national organization with which most of the prestigious higher education institutions serving adult students are affiliated, and is applies CAEL standards to all University College programs, processes and services.

The first adult program began at El Toro Marine Air Station in 1958 and soon other branches of the military requested degree programs for all military personnel. Chapman University College currently serves over 11,000 students per year in 27 locations throughout California and Washington. The majority of campuses are now community-based, but the University does maintain a presence on nine military bases. Chapman University College offers a total of 15 undergraduate degree programs and 24 graduate degree programs. There are also 10 certificate programs and rich course offerings in the Department of Extended Education.

University College offers accelerated schedules with new terms that start every 10 weeks on a year-round basis. Classes are offered in the evenings or late afternoons. In addition, selected courses in all programs are offered in an online format. Qualified full-time, core and adjunct faculty serve student needs in a variety of undergraduate, graduate and credential programs. Each campus maintains a full-time professional staff that provides students with assistance in admissions, financial aid, course planning, and advising.

Academic Programs

George L. Argyros School of Business and Economics

B.A. in Economics
B.S. in Accounting
B.S. in Business Administration
M.B.A.
Executive M.B.A.

School of Communication Arts

Department of Art

B.A. in Art
B.A. in Art History
B.F.A. in Graphic Design
B.F.A. in Studio Art

Department of Communication Studies

B.A. in Communication Studies

Department of English and Comparative Literature

(moving to Wilkinson College of Letters & Sciences in the 2005-2006 academic year)

B.A. in English
B.A. in Teaching English
B.F.A. in Creative Writing
M.A. in English
M.F.A. in Creative Writing

Department of Theatre and Dance

B.A. in Dance
B.A. in Theatre
B.F.A. in Dance Performance
B.F.A. in Theatre Performance

School of Education

B.A. in Liberal Studies
 B.S. in Athletic Training
 M.A. in Counseling
 M.A. in Education
 Ed.S. in School Psychology / M.A. in Educational Psychology
 M.A. in Special Education
 M.A. in Teaching

 CLAD Certification
 Multiple Subjects Credential with Bilingual Emphasis Option
 Preliminary Administrative Services (Tier I) Credential
 Professional Administrative Services (Tier II) Credential
 Professional Clear Credential
 Pupil Personnel Services Credential in School Counseling
 Pupil Personnel Services Credential in School Psychology
 Single Subject Credential
 Special Education Credentials Level I Mild/Moderate & Mod/Severe
 Special Education Credentials Level II Mild/Moderate & Mod/Severe

Lawrence and Kristina Dodge College of Film and Media Arts

B.A. in Film Studies
 B.A. in Public Relations and Advertising
 B.A. in Screenwriting
 B.F.A. in Film Production
 B.F.A. in Television and Broadcast Journalism
 M.A. in Film Studies
 M.F.A. in Film Production
 M.F.A. in Film and Television Producing
 M.F.A. in Screenwriting

School of Law

Juris Doctor
 LLM in Taxation

Wilkinson College of Letters and Sciences

Department of Biological Sciences

B.S. in Biological Sciences

Department of History

B.A. in History

Department of Languages

B.A. in French

B.A. in Spanish

Department of Mathematics and Computer Science

B.S. in Computer Information Systems

B.S. in Computer Science

B.S. in Mathematics

Department of Philosophy

B.A. in Philosophy

Department of Physical Sciences

B.A. in Chemistry

B.S. in Chemistry

B.S. in Food Science and Nutrition

B.S. in Chemistry / UC Irvine Joint Degree Program in Engineering

M.S. in Food Science and Nutrition

Department of Physical Therapy

Doctor of Physical Therapy

Department of Political Science

B.A. in Legal Studies

B.A. in Political Science

Department of Psychology

B.A. in Psychology

B.S. in Psychobiology

M.A. in Psychology (MFT)

Department of Religious Studies

B.A. in Religious Studies

Department of Sociology

B.A. in Leadership and Organization Studies

B.A. in Sociology

Peace Studies Program

B.A. in Peace Studies

School of Music

B.A. in Music
 B.M. in Composition
 B.M. in Music Therapy
 B.M. in Performance
 B.M. (Pre-Certification, Music Education)

Human Resource Management Program

M.S. in Human Resource Management

University College*Arts & Sciences Division*

A.A. in General Education
 B.A. in Criminal Justice
 B.A. in Liberal Studies
 B.A. in Social Science
 B.A. in Sociology
 B.S. in Computer Information Systems
 B.S. in Computer Science
 B.S. in Mathematics
 M.A. in Criminal Justice
 Certificate in Administration and Leadership of Criminal Justice Organizations
 Certificate in Criminal Justice Policy

Education Division

Ed.S in School Psychology / M.A. in Educational Psychology
 M.A. in Counseling
 M.A. in Education
 M.A. in Special Education
 M.A. in Teaching
 CLAD Certification
 Education Specialist (Levels I and II) Mild/Moderate, Mod./Severe Credentials
 Multiple Subjects
 Preliminary Administrative Services (Tier I) Credential
 Professional Administrative Services (Tier II) Credential
 Professional Clear Credential
 Professional Reading Certificate
 Pupil Personnel Services Credential in School Counseling
 Pupil Personnel Services Credential in School Psychology
 Single Subject CLAD Credential

Leadership & Organization Studies Division

B.A. in Organizational Leadership
B.S. in Health Services Managements
M.A. in Organizational Leadership
Master of Health Administration
M.S. in Human Resources
Executive Certificate in Public and Nonprofit Leadership
Certificate in Gerontology
Certificate in Health Systems Administration
Certificate in Human Resources
Certificate in Organization Development
Certificate in Organizational Leadership

Psychology Division

B.A. in Psychology
M.A. in Career Counseling
M.A. in Psychology (Counseling)
M.A. in Psychology (MFT)
Certificate in Career Counseling
Certificate in Transition and Employment

Department of Extended Education

A+ Certification
CISCO Certified Network Associate Certification
CISCO Certified Network Professional Certification
JAVA Certification
Microsoft Certified Database Administrator (MCDBA)
Microsoft Certified Systems Administrator (MCSA)
Microsoft Certified Systems Engineer (MCSE)
Network + Certification
ORACLE DBA Certification
Business and Organizational Coaching
Certified Employee Benefits Specialist (CEBS)
Certified Payroll Professional (CPP)
Human Performance Improvement (ASTD)
Human Resources Certification (PHR/SPHR)
Non-Profit Management Certificate

Academic and Research Centers

The A. Gary Anderson Center for Economic Research

The A. Gary Anderson Center for Economic Research provides data, facilities and support in order to encourage the faculty and students at Chapman University to engage in economic and business research of high quality and to disseminate the results of this research to local communities. The center's primary activities include quarterly economic forecasts for California, and Orange, Los Angeles and Riverside/San Bernardino counties; publication of the *Economic & Business Review* as well as various newsletters and surveys on economic data and research; and presentation of business workshops and conferences.

The Albert Schweitzer Institute

In a world torn by strife, on a planet violated by ecological neglect, in a society divided by racial and social antagonism and numbed by widespread violence, suffering, and injustice, the Albert Schweitzer Institute of Chapman University seeks to preserve, critically interpret, and spread the ethical teachings of Albert Schweitzer in the context of the study of ethics and ethical values. The institute pursues these goals through an active program of publication, international conferences, university courses, campus events, lecture series, preservation and expansion of the Schweitzer archive at Chapman University, and collaboration with other centers dedicated to ethical inquiry and the teachings of Schweitzer.

The Barry and Phyllis Rodgers Center for Holocaust Education

The Barry and Phyllis Rodgers Center for Holocaust Education offers a variety of course work and related programs, including a lecture series and an annual essay contest for high school students, designed to help students understand the social, political, and economic contexts of genocide; the historical causes of hatred against Jews and others who were targeted by the Nazis; and the choices individuals and nations faced during that time. The 1939 Club, one of the largest and most active Holocaust survivors' organizations in the world, supports many of the programs of the Rodgers Center.

The Center for Educational and Social Equity

The Center for Educational and Social Equity, based in the School of Education, is focused on investigating conditions that will allow greater inclusion of people with severe disabilities into the wider society. At times, this means investigating strategies to increase learning and at other times it means investigating strategies to break down the social barriers to school and community inclusion. The center is a sponsor and active member of the Inclusion Network, a community and parent organization dedicated to the best strategies for school inclusion.

The John Fowles Center for Creative Writing

The John Fowles Center for Creative Writing was created to promote interest in and advance the study of creative writing in all its aspects: fiction, poetry, drama, and cinema. Accomplished authors from across the world are invited to read and discuss their work before the Southern California literary community through events such as the Distinguished Writer Series and the John Fowles Literary Festival. Past guests have included Tom Wolfe, Kurt Vonnegut, Joseph Heller, Denise Levertov, Carlos Fuentes, and Lawrence Ferlinghetti. Students and non-students alike are encouraged to participate in order to gain a greater appreciation of the “written word,” of how writers explore subjects as diverse as romance writing and human rights abuses, and of how they shape those diverse subjects into works of literature.

The Ralph W. Leatherby Center for Entrepreneurship and Business Ethics

The Ralph W. Leatherby Center for Entrepreneurship and Business Ethics serves as a resource for entrepreneurial information, guidance and opportunities, as well as offering various programs designed to promote entrepreneurial capitalism and to foster ethical behavior. The center works with students to prepare them for careers as entrepreneurs, to work in entrepreneurial enterprises, and to think entrepreneurially. Similarly, the center offers outreach programs to the business community designed to provide valuable entrepreneurial resources and ideas. Student interns are matched with entrepreneurial opportunities through the Leatherby Center.

The Walter Schmid Center for International Business

The Walter Schmid Center for International Business is devoted to the study and promotion of international trade, global investment, and international people-to-people contact. Its programs are dedicated to helping prepare Chapman students to play an effective role in all aspects of the globalization of the American economy and to offer counsel and information to companies in the U.S. and abroad on export markets, overseas investments, and the business, legal, and regulatory conditions affecting international trade.

Libraries

The new Leatherby Libraries opened on the first day of classes, Fall Semester, 2004. The new five-story facility serves as the intellectual “heart and soul” of the campus and is designed to meet the information needs of our students well into the future. Not only does this innovative library combine the best of information technology with the personalized attention that is the hallmark of a Chapman education, it also offers distinctive collections representing each of the major disciplinary areas of the university, including the Sala and Aron Samuelli Holocaust Memorial Library. The new facility features 16 group study rooms, 6 multi-media preview rooms, over 100 computers for user access, 6 computer classrooms, a library instruction room, an extended-hour study commons, and more than 600 seats at tables, carrels, and lounge chairs.

The Leatherby Libraries’ collection contains over 200,000 volumes and 2,200 print journal titles, in addition to DVDs, videos, CDs and other media. Cooperative agreements with local libraries and an extensive interlibrary loan program enhance the hard-copy and electronic holdings, enabling the library staff to support the research needs of students and faculty alike. The library instruction program is an important part of graduate and undergraduate programs, ensuring that students are connected to the information resources they need to succeed in their courses.

The Rinker Law Library, a nationally ranked law library, currently contains over 280,000 volumes and volume equivalencies. The collection has grown rapidly to support the needs of an ABA-approved institution and its curriculum, and boasts all basic research materials for American law, including primary materials for all United States and territories, and a large treatise collection under constant development to support the research needs of faculty and students.

This modern, three-story facility features seating for over 300 users with wireless internet access. The library is open 100 hours per week. The reference desk is staffed by lawyer/librarians who also provide instructional programs in legal research. The library utilizes INNOPAC, a state-of-the-art automated library system. There is a large microform collection, 10 study rooms, an inviting reading room, two electronic classrooms, and a computer lab offering law students convenient access to research databases.

Student Body

The 2004-2005 student body population on the Orange Campus is approximately 5,500. The University College student body population is primarily comprised of part-time working adult students. These part-time students at our 14 campuses are approximately equivalent to 4,600 full-time students. Chapman welcomes students from around the country and the world. Thirty-seven countries are represented among Chapman’s international student body. Among freshman students on the Orange Campus in 2004, 32% came from outside California.

Tuition and scholarships

Tuition for a full-time undergraduate student in 2004-2005 is \$25,500. Each year Chapman invests more than \$32.5 million in scholarships, grants, and loans for academically promising and needy undergraduate students. More than 80 percent of our students receive scholarships and/or financial aid.

Each year, Chapman provides more than \$20.5 million to undergraduate students attending the Orange Campus who have demonstrated outstanding academic performance or who have special talents. Each year high-achieving newly admitted students will be honored as Presidential, Provost's, and Dean's Scholars. A long list of need-based awards is available, ranging from a few hundred dollars to full tuition grants. The faculty awards scholarships for special talents. Talent awards are available for theatre, dance, communications, film and television, art, orchestra, chorus, English, science, and business.

Student life

Student life at Chapman is vigorous and diverse. Students come from varied economic, social, cultural and ethnic backgrounds. Yet because of Chapman's size, opportunities for involvement are extended to all students through an active student government, service and social fraternities and sororities, religious organizations, intercollegiate and intramural athletics, student publications, numerous social and cultural events and student productions in drama, music, film and dance. Favorite annual campus-wide events include Spring Sizzle and the International Food Fair.

Campus climate

Maintaining a welcoming campus climate is a key value held by all Chapman constituencies. Multicultural programs such as Black History Month, Women's History Month, Disability Awareness Week, Native American Heritage Week, Gay Pride Celebration, Asian/Pacific Islander Heritage Month, Latino Heritage Month, and International Food Fair are actively promoted by the Associated Students as well as a number of student organizations devoted to specific cultural or religious/ethnic interests. Although some of the university's older buildings must be retrofitted for accessibility, this project is a high priority and the process of improving access is ongoing.

Religious services

The spiritual needs and interests of the members of the campus community are served by a Dean of the Chapel, by religious representatives of a variety of faiths available to provide guidance and lead services, and by a number of student faith organizations. The new Fish Interfaith Center, housing the Wallace All Faiths Chapel, stands in recognition of the university's ecumenical heritage and commitment to creating a welcoming atmosphere.

Student Organizations

Academic/Professional Organizations

Accounting Society
 Alpha Kappa Psi – Business Fraternity
 Association for Computing Machinery
 Athletic Training Student Society
 Chapman Ad Club
 Chapman Women in Film and Media Arts
 Gamma Beta Phi – Honor Society
 Japanese Club
 Lambda Pi Eta – Communications
 Music Therapy Student Union
 Omicron Delta Kappa – Leadership Honor Society
 Order of Omega – Greek Honor Society
 Performing Arts Society of Chapman
 Phi Alpha Delta – Pre-Law Society
 Pi Sigma Alpha – Political Science Society
 Public Relations Student Society of America
 Sophia Omega – Philosophy Society
 Sigma Tau Delta – English Society
 Student Scientific Society
 Student Society of the Entertainment Arts
 Students for Peaceful Empowerment, Actions, and Knowledge

Ethnic and Cultural Student Organizations

Asian Pacific Student Association
 Black Student Union
 French Club
 Gay Lesbian Bisexual Alliance
 Hawaii Club
 Hindu Club
 International Culture Club
 Middle Eastern Student Association
 Movimiento Estudiantil Chicano de Aztlan
 South Asian Student Organization
 Student Organization of Latinos

Religious and Spiritual Student Organizations

Chapman Bible Study
Christians on Campus
Disciples on Campus (DOC)
Hillel
Latter-Day Saints Student Association
Muslim Student Union
Pagan Society
Refuge
Victory Campus Ministries

Recreation/Leisure Organizations

Anime Plus
Chapman Pep Band
Chapman Feminists
Chapman League of Independent Fencers
Chess Club
Classic Movie Club
College Democrats
Chapman Republicans
Country Western Line Dancing Club
Gilbert and Sullivan Savoyards
Godzilla Club
Martial Arts Club
Nightcap
Orientation Assistant Alumni Association
Roller Hockey Association
Student California Teachers Society
Team Shaka
The Yarn Guild

Fraternities

Alpha Delta Phi
Delta Tau Delta
Pi Kappa Alpha
Sigma Alpha Epsilon
Phi Kappa Tau

Sororities

Alpha Gamma Delta
Alpha Phi
Gamma Phi Beta
Delta Gamma
Phi Sigma Sigma

Athletics

Chapman's long and distinguished heritage in intercollegiate sports includes five NCAA national championships in baseball, tennis, and softball. Students participate in NCAA Division III athletics, a non-scholarship division. Men's sports include baseball, basketball, cross-country, crew (club sport), football, golf, lacrosse (club sport), soccer, swimming (club sport), tennis, and water polo. Women's sports include basketball, cross-country, crew, soccer, softball, swimming, tennis, track and field, volleyball, and water polo.

Approximately 25 percent of Chapman's student body participates in intercollegiate, club and intramural athletics. Chapman teams and individuals have competed in 37 NCAA playoffs in the past ten years, winning two national championships—softball (1995) and baseball (2003). Since 1994, eight Chapman coaches have received Regional Coach of the Year honors.

Students and members of the Chapman community wishing to keep physically fit have access to the Julianne Argyros Fitness Center, which includes a wide variety of weight-training and exercise equipment.

Men's Sports

Baseball
Basketball
Crew
Cross Country
Football
Golf
Lacrosse
Soccer
Swimming
Tennis
Water Polo

Women's Sports

Basketball
Crew
Cross Country
Softball
Soccer
Swimming
Tennis
Track & Field
Volleyball
Water Polo

Accreditation

Regional Accrediting Body

Chapman University is accredited by the Western Association of Schools and Colleges (WASC), Accrediting Commission for Senior Colleges and Universities.

Professionally-Accredited Programs

The programs of the George L. Argyros School of Business and Economics are accredited by The Association to Advance Collegiate Schools of Business (AACSB).

The programs of the School of Education and the Education Division of University College are approved by the California Commission on Teacher Credentialing (CCTC).

The School Psychology program in the School of Education is accredited (effective June 2005) by the National Association of School Psychologists (NASP).

The Juris Doctor program in the School of Law is accredited by the American Bar Association (ABA).

The programs of the School of Music are accredited by the National Association of Schools of Music (NASM).

The Physical Therapy program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE).

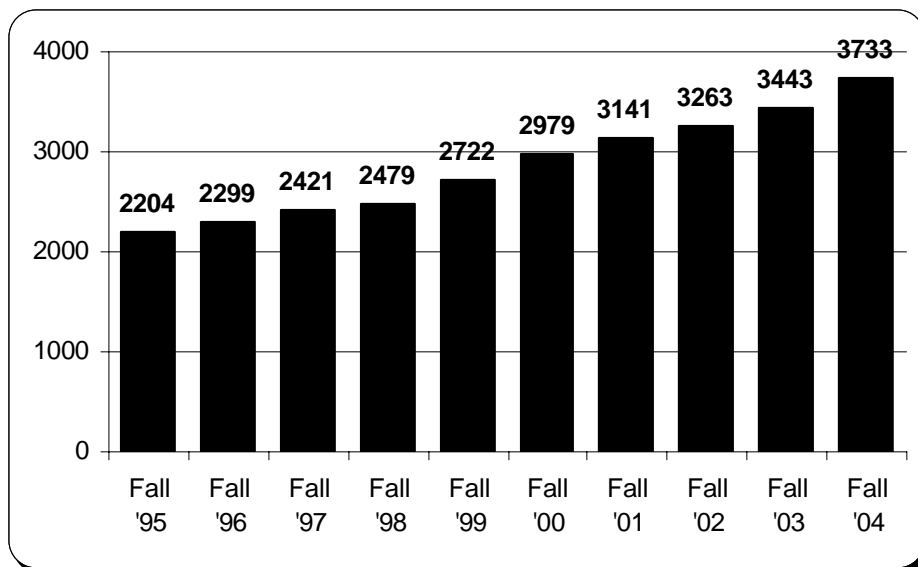
The Food Science and Nutrition program is accredited by the Institute of Food Technologists (IFT).

The Athletic Training and Physical Education program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP).

Trends And Growth

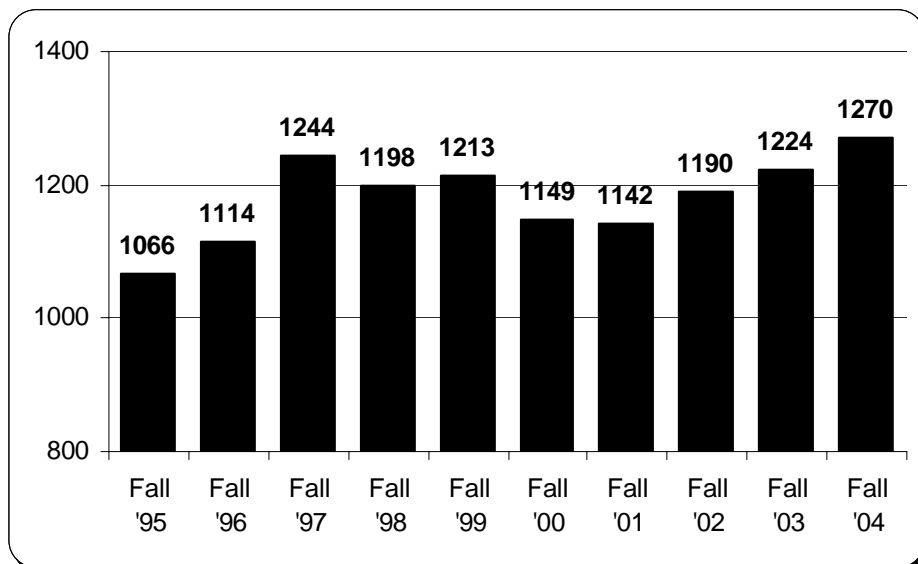
TRENDS & GROWTH

Undergraduate Headcount Enrollment – Orange Campus



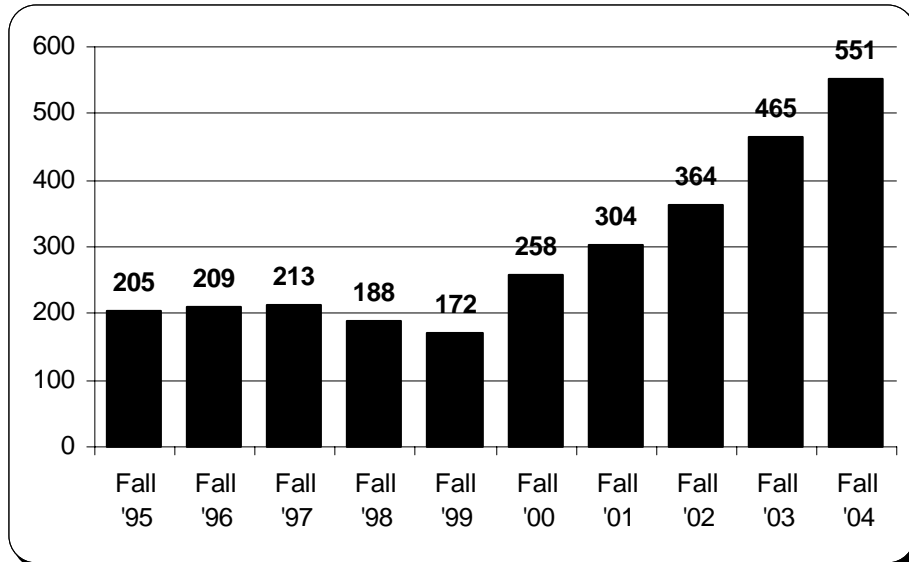
Source: Enrollment Services

Graduate Headcount Enrollment – Orange Campus



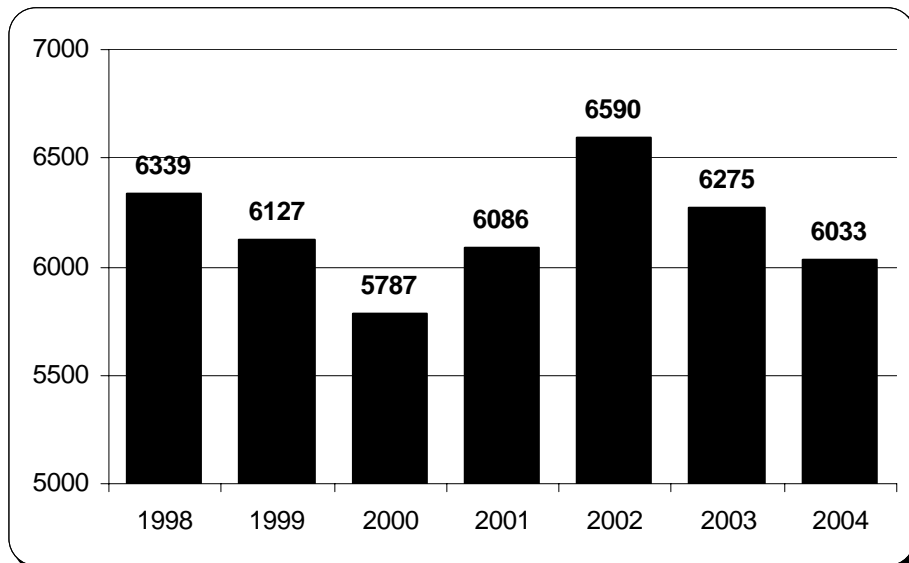
Source: Enrollment Services

Law School Headcount Enrollment – Orange Campus



Source: As reported to IPEDS, Fall Enrollment Surveys

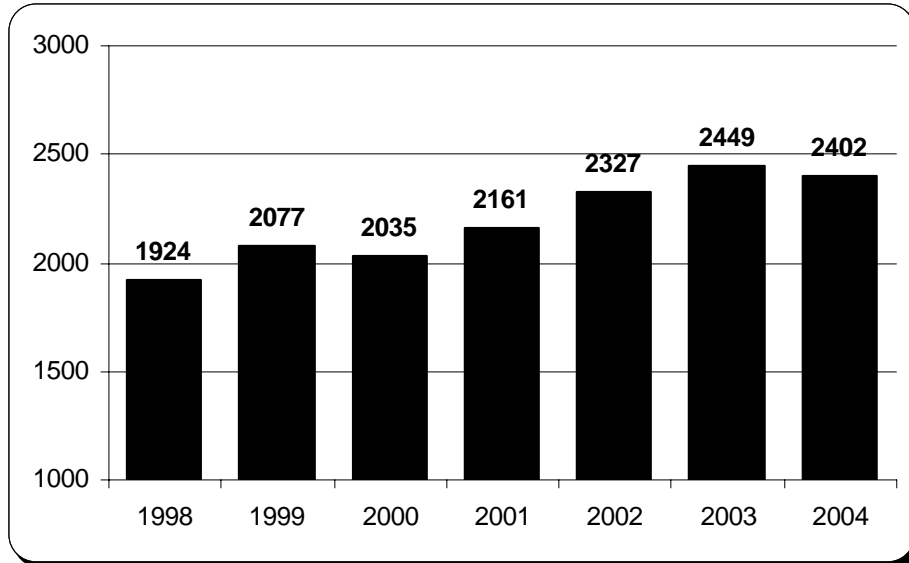
Overall Headcount Enrollment (Term D) – University College



Source: As reported to IPEDS, Fall Enrollment Surveys

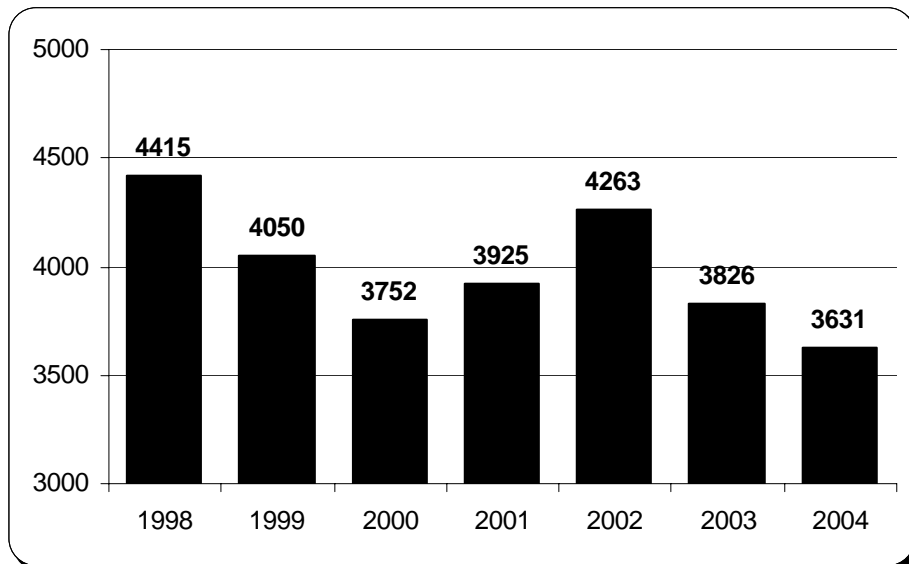
TRENDS & GROWTH

Undergraduate Headcount Enrollment (Term D) – University College



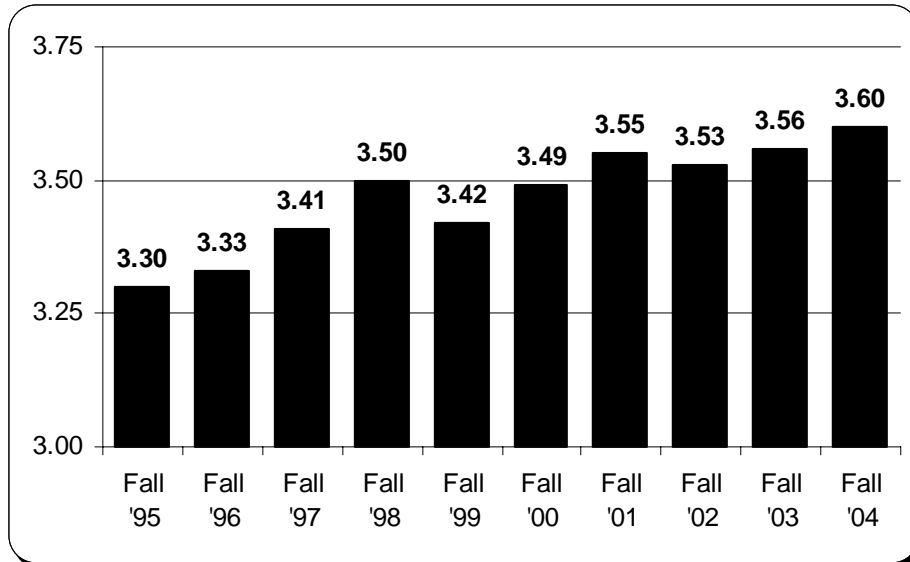
Source: As reported to IPEDS, Fall Enrollment Surveys

Graduate Headcount Enrollment (Term D) – University College



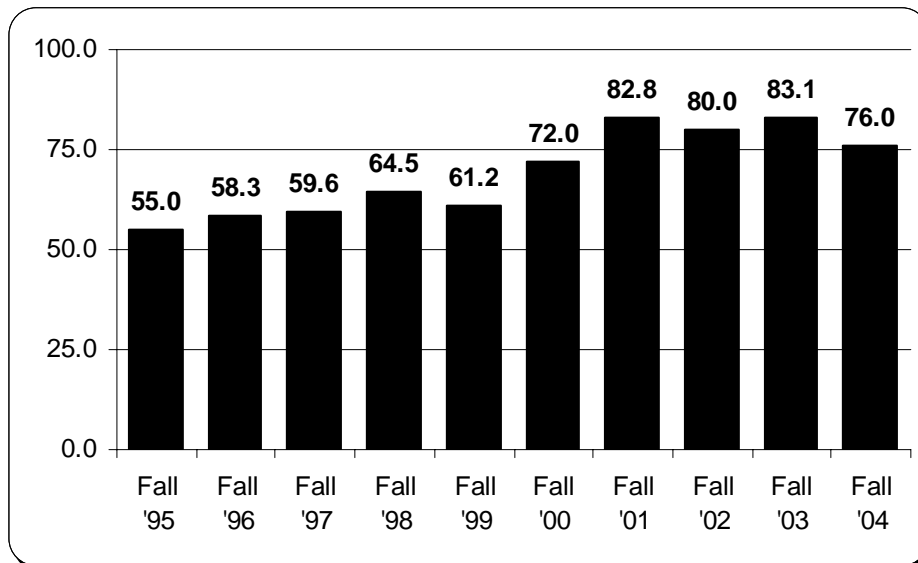
Source: As reported to IPEDS, Fall Enrollment Surveys

Average High School GPA of New Freshmen – Orange Campus



Source: Enrollment Services

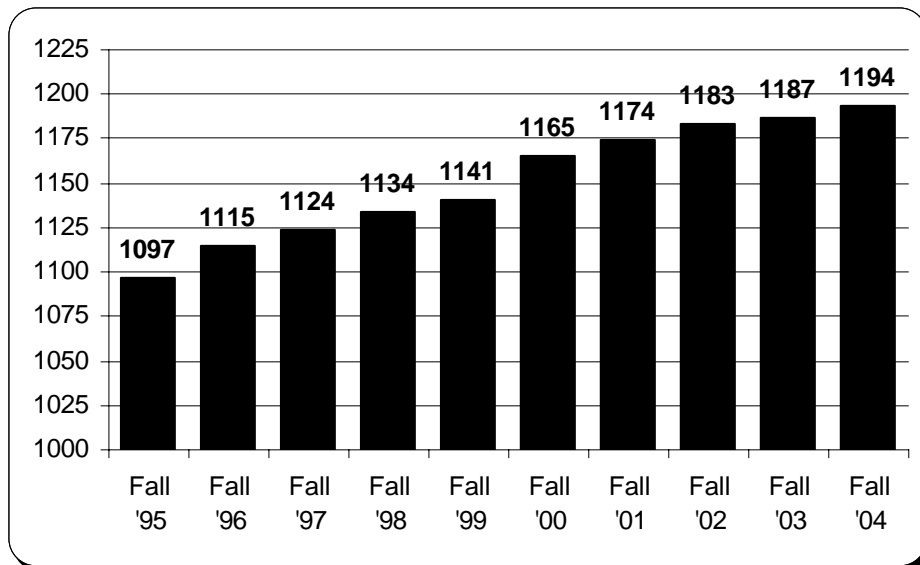
Percent of New Freshmen in Top 25% of Their Graduating Class – Orange Campus



Source: Enrollment Services

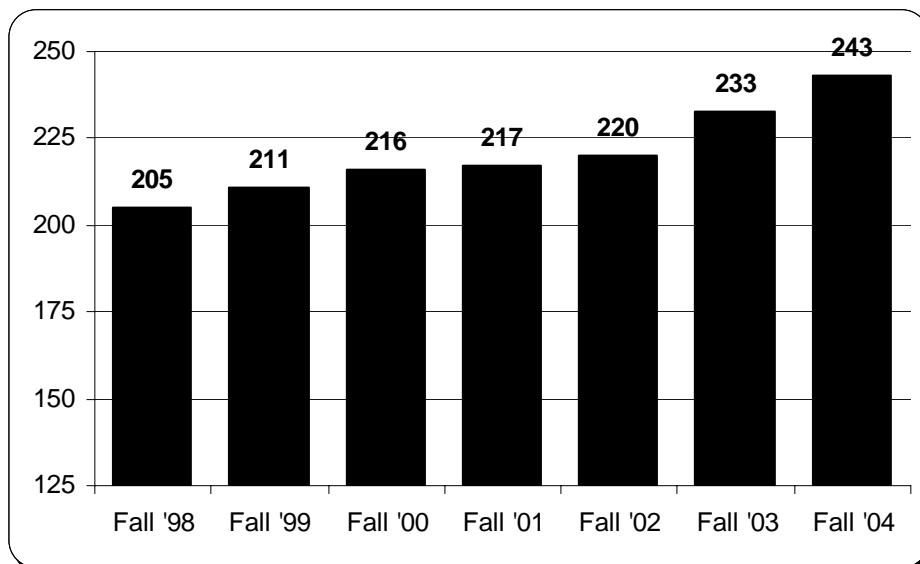
TRENDS & GROWTH

Average SAT Score of New Freshmen – Orange Campus



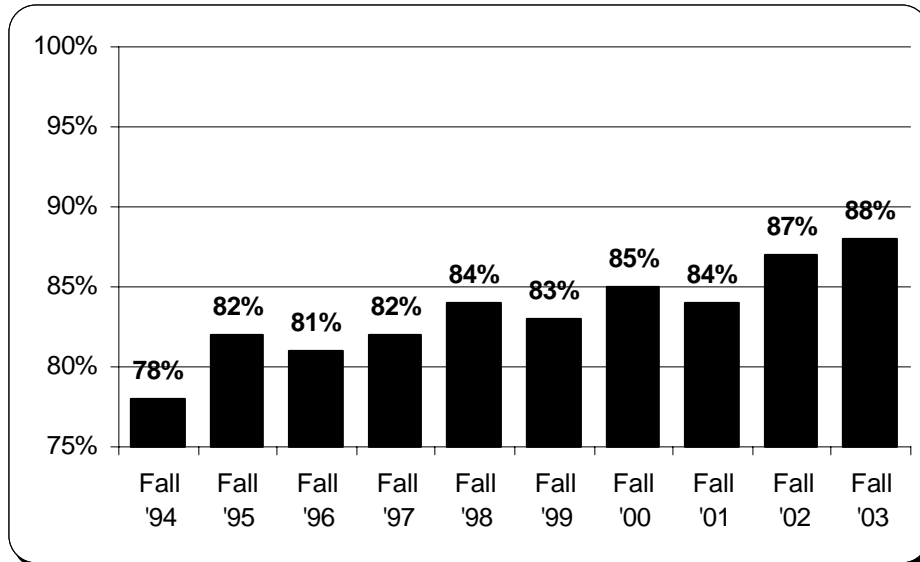
Source: Enrollment Services

Full-Time Faculty Headcount – Orange Campus and Law School



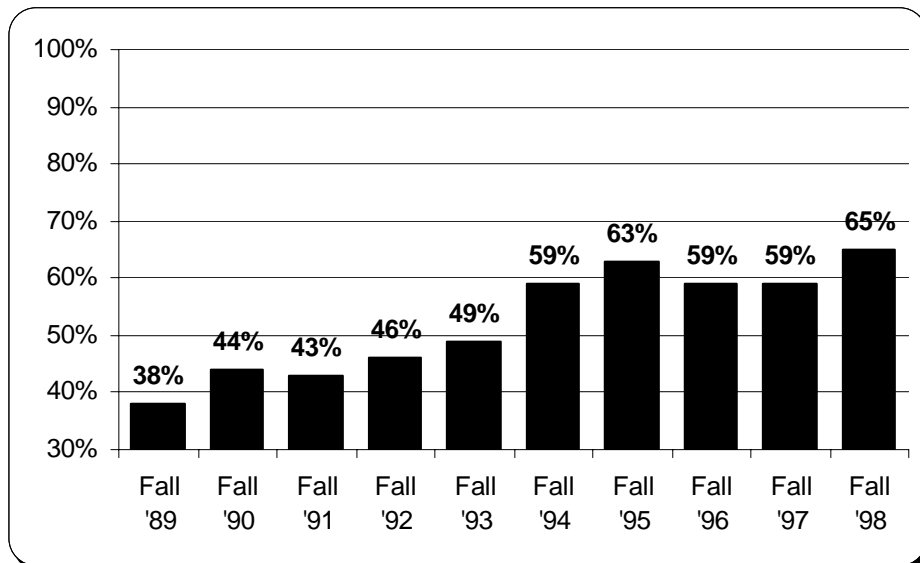
Source: Office of the Provost

Fall-to-Fall Retention Rate, First-time Full-time Freshmen – Orange Campus



Source: As reported to IPEDS, Fall Enrollment Surveys

Six-Year Graduation Rate, First-time Full-time Freshmen – Orange Campus



Source: As reported to IPEDS, Graduation Rate Surveys

Orange Campus

ORANGE CAMPUS NEW FRESHMAN PROFILE

Applicants, Admissions, and Enrollees (Domestic & International)

FALL 2004 FRESHMAN CLASS			
	Men	Women	Total
Applicants	1461	2002	3463
Admissions	762	1245	2007
Enrollees	322	508	830

Source: Chapman's Institutional Research Office, XA05, XA11

Mean SAT and ACT Scores and GPA of Entering Freshmen

FALL 2004 FRESHMAN CLASS			
	Men	Women	Overall
SAT Verbal	596	595	595
SAT Math	610	591	598
SAT Composite	1219	1194	1203
% Submitting SAT scores			84%
ACT English	25.0	25.6	25.4
ACT Math	25.7	24.3	24.8
ACT Composite	25.8	25.3	25.5
% submitting ACT scores			38%
High School GPA			3.60

Source: Enrollment Services

ORANGE CAMPUS NEW FRESHMAN PROFILE

New Freshman Profile – Headcount by Race/Ethnicity (Domestic & International)

		FALL 2004 Freshman Class		
		Full-Time	Part-Time	Total
Men	Nonresident alien	9	1	10
	Black, non-Hispanic	8	0	8
	American Indian/Alaska Native	6	0	6
	Asian/Pacific Islander	17	0	17
	Latino/Hispanic	28	0	28
	White, non-Hispanic	220	0	220
	Race/Ethnicity unknown	33	0	33
	Total men	321	1	322
Women	Nonresident alien	10	0	10
	Black, non-Hispanic	17	0	17
	American Indian/Alaska Native	3	0	3
	Asian/Pacific Islander	57	0	57
	Latino/Hispanic	56	0	56
	White, non-Hispanic	312	0	312
	Race/Ethnicity unknown	53	0	53
	Total women	508	0	508
Total all students		829	1	830

Source: As reported to IPEDS, Fall Enrollment Survey (census Fall 2004)

ORANGE CAMPUS ADMISSIONS

Domestic Applicants, Admits, and Enrollees by Level

	FALL 2004			
	Number		Admit Rate and Yield Rate	
	Male	Female	Male	Female
UG Freshmen Applicants	1412	1950		
Admissions	730	1212	51.7%	62.2%
Enrolled	314	497	43.0%	41.0%
UG Transfers Applicants	446	504		
Admissions	253	345	56.7%	68.5%
Enrolled	154	195	60.9%	56.5%
Graduate Applicants	312	526		
Admissions	208	334	66.7%	63.5%
Enrolled	139	214	66.8%	64.1%
Doctoral PT Applicants	51	125		
Admissions	27	80	52.9%	64.0%
Enrolled	12	35	44.4%	43.8%
Law ^ Applicants	1138	1195		
Admissions	291	304	25.6%	25.4%
Enrolled	87	93	29.9%	30.6%

Source: Chapman's Institutional Research Office, XA05, XA11

^ Source: Admission Office, School of Law

^ Note: Figures refer only to the full-time Juris Doctor program; may include international applicants.

ORANGE CAMPUS ADMISSIONS

International Applicants, Admits, and Enrollees by Level

	FALL 2003			
	Number		Admit Rate and Yield Rate	
	Male	Female	Male	Female
UG Freshmen Applicants	49	52		
Admissions	32	33	65.3%	63.5%
Enrolled	10	10	31.2%	30.3%
UG Transfers Applicants	24	26		
Admissions	15	17	62.5%	65.4%
Enrolled	5	7	33.3%	41.2%
Graduate Applicants	28	37		
Admissions	10	16	35.7%	43.2%
Enrolled	6	9	60.0%	56.3%
Doctoral PT Applicants	1	2		
Admissions	0	1	0.0%	50.0%
Enrolled	0	1	N/A	100.0%

Source: Chapman's Institutional Research Office, XA05, XA11

ORANGE CAMPUS ENROLLMENT

Total Headcount Enrollment by Level, Gender, and Race/Ethnicity

		FALL 2004			
		Undergraduate	Graduate	First Professional (Law)	Total
Men	Nonresident alien	52	26	2	80
	Black, non-Hispanic	35	12	3	50
	Amer Indian/Alaska Ntv	10	2	1	13
	Asian/Pacific Islander	121	38	42	201
	Latino/Hispanic	155	40	18	213
	White, non-Hispanic	1024	202	140	1366
	Race/Ethnicity unknown	175	106	70	351
	Total men	1572	426	276	2274
Women	Nonresident alien	44	21	2	67
	Black, non-Hispanic	56	20	4	80
	Amer Indian/Alaska Ntv	13	2	2	17
	Asian/Pacific Islander	191	67	50	308
	Latino/Hispanic	235	98	15	348
	White, non-Hispanic	1385	479	127	1991
	Race/Ethnicity unknown	237	157	75	469
	Total women	2161	844	275	3280
Total all students		3733	1270	551	5554

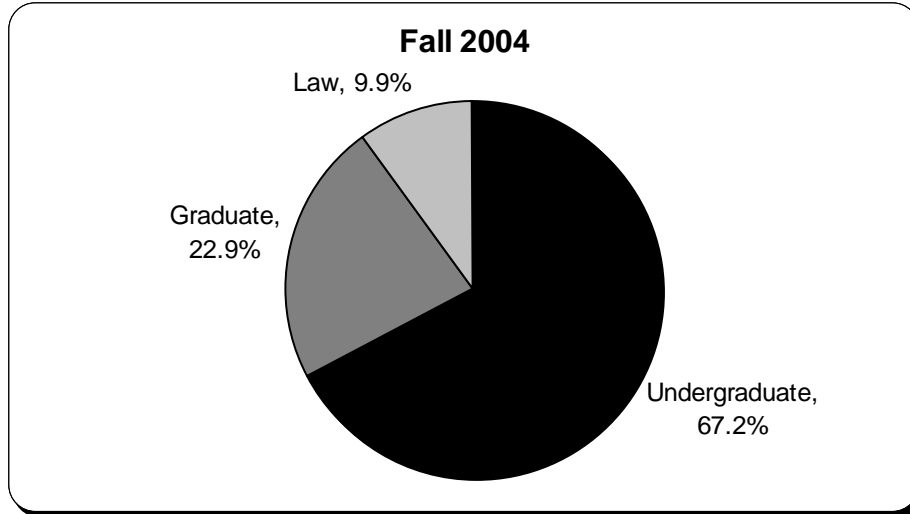
Source: As reported to IPEDS, Fall Enrollment Survey (census Fall 2004)

Note: "Graduate" includes Doctor of Physical Therapy students.

Note: "First Professional", "Law", and "Law School" include LLM students.

ORANGE CAMPUS ENROLLMENT

Total Headcount Enrollment by Level

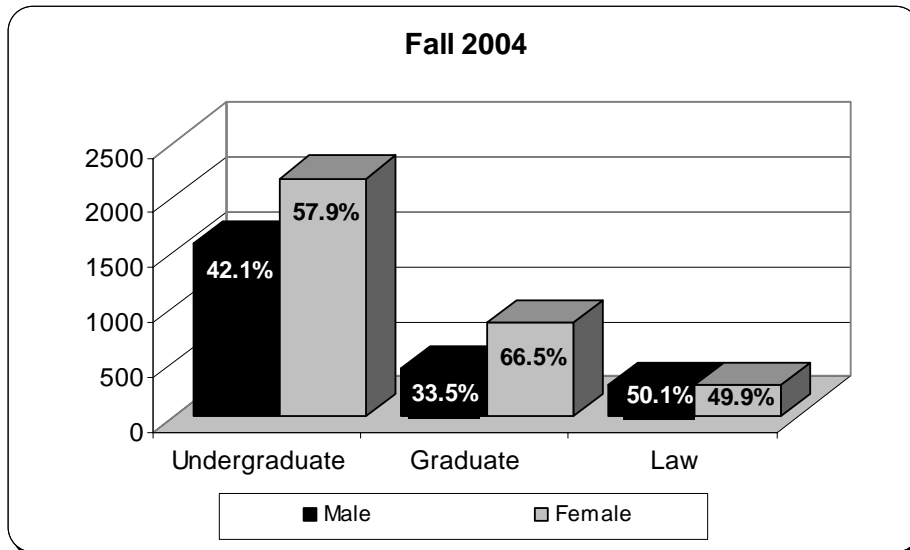


Source: As reported to IPEDS, Fall Enrollment Survey (census Fall 2004)

Note: "Graduate" includes Doctor of Physical Therapy students.

Note: "First Professional", "Law", and "Law School" include LLM students.

Total Headcount Enrollment by Level and Gender



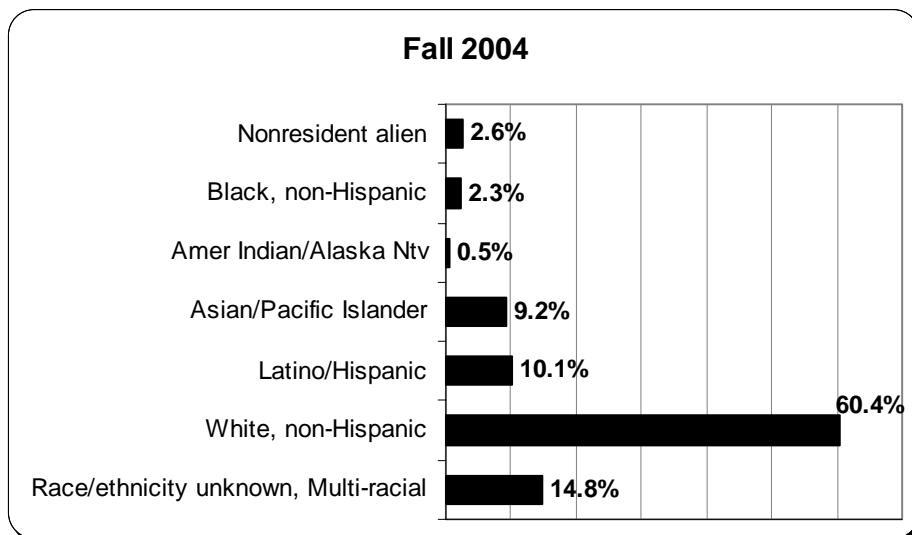
Source: As reported to IPEDS, Fall Enrollment Survey (census Fall 2004)

Note: "Graduate" includes Doctor of Physical Therapy students.

Note: "First Professional", "Law", and "Law School" include LLM students.

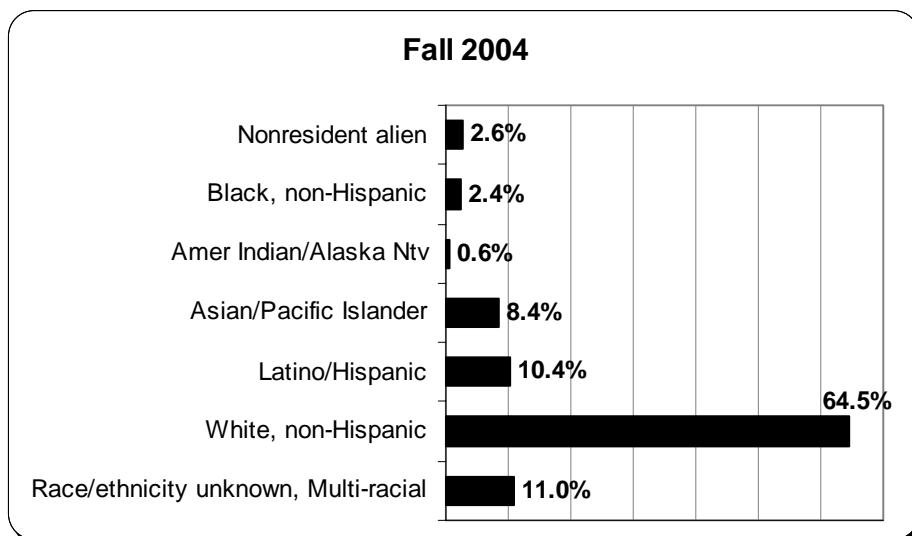
ORANGE CAMPUS ENROLLMENT

Total Enrollment by Race/Ethnicity



Source: As reported to IPEDS, Fall Enrollment Survey (census Fall 2004)

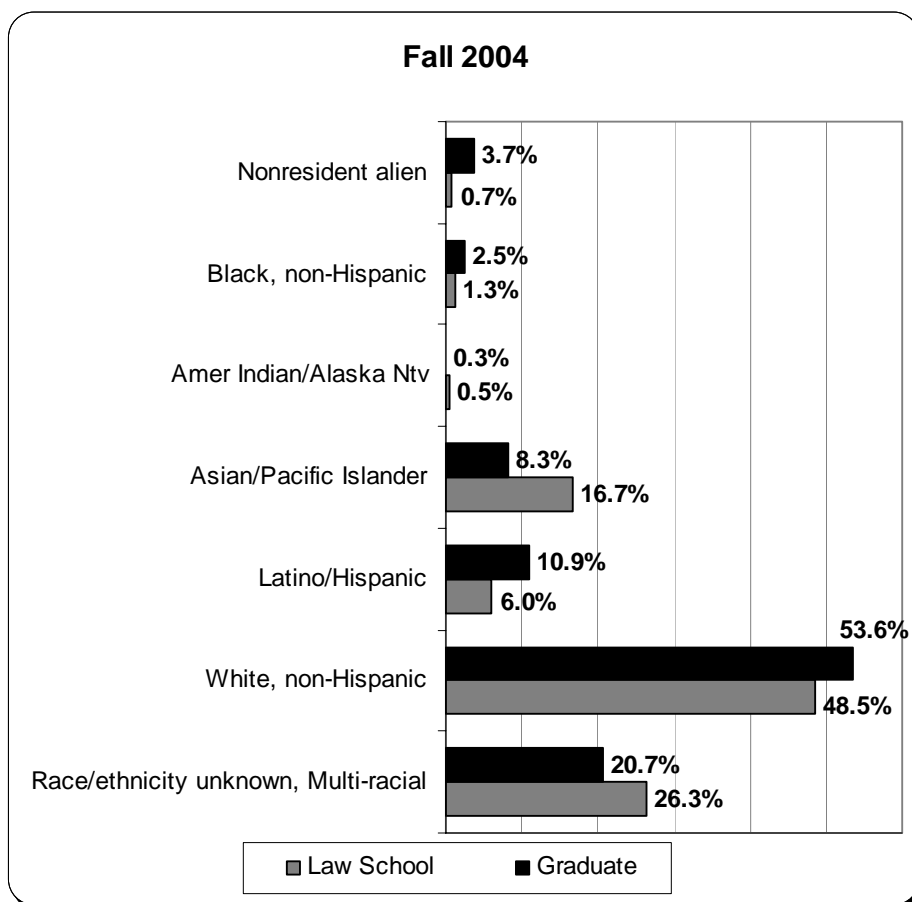
Total Undergraduate Enrollment by Race/Ethnicity



Source: As reported to IPEDS, Fall Enrollment Survey (census Fall 2004)

ORANGE CAMPUS ENROLLMENT

Total Graduate and First Professional Enrollment by Race/Ethnicity



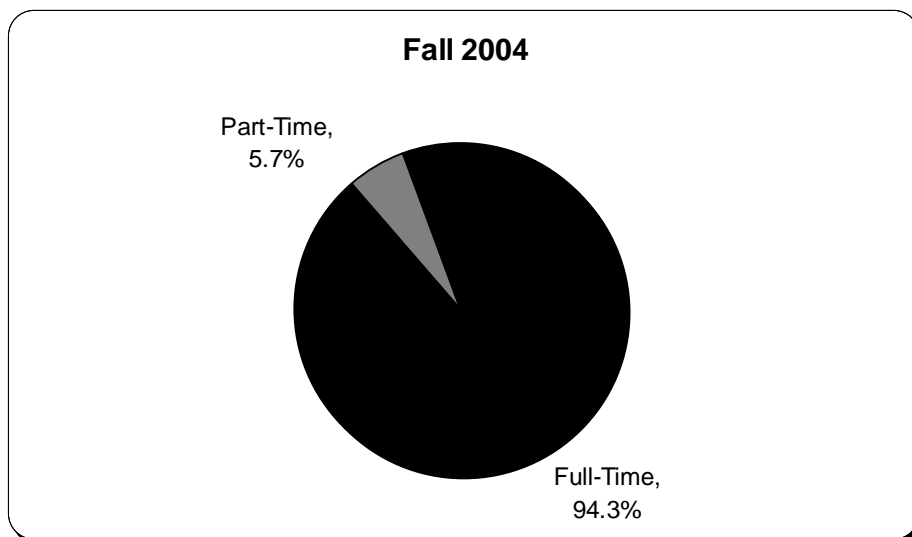
Source: As reported to IPEDS, Fall Enrollment Survey (census Fall 2004)

Note: "Graduate" includes Doctor of Physical Therapy students.

Note: "First Professional", "Law", and "Law School" include LLM students.

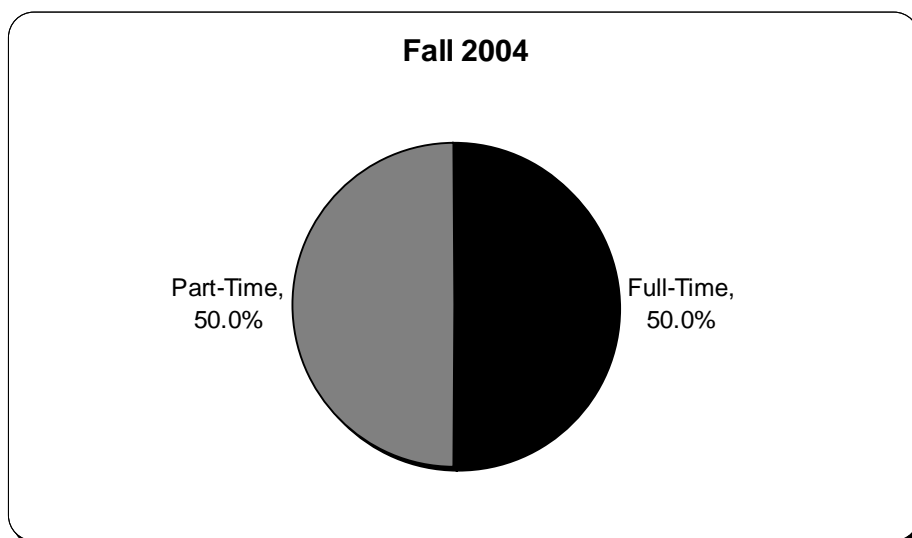
ORANGE CAMPUS ENROLLMENT

Total Undergraduate Headcount Enrollment by Load



Source: As reported to IPEDS, Fall Enrollment Survey (census Fall 2004)

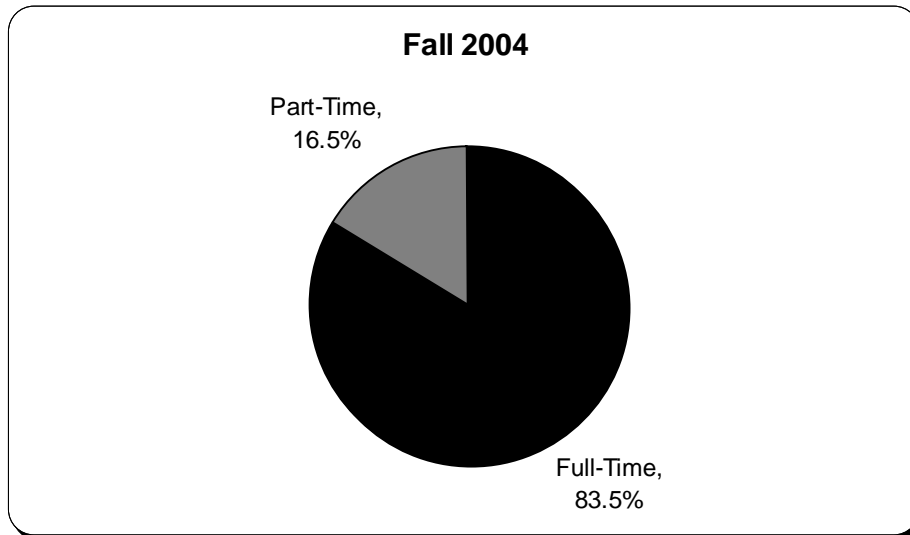
Total Graduate Headcount Enrollment by Load



Source: As reported to IPEDS, Fall Enrollment Survey (census Fall 2004)

Note: "Graduate" includes Doctor of Physical Therapy students.

Total Law School Headcount Enrollment by Load



Source: As reported to IPEDS, Fall Enrollment Survey (census Fall 2004)
Note: "First Professional", "Law", and "Law School" include LLM students.

ORANGE CAMPUS ENROLLMENT

Full-Time Headcount Enrollment by Level, Gender, and Race/Ethnicity

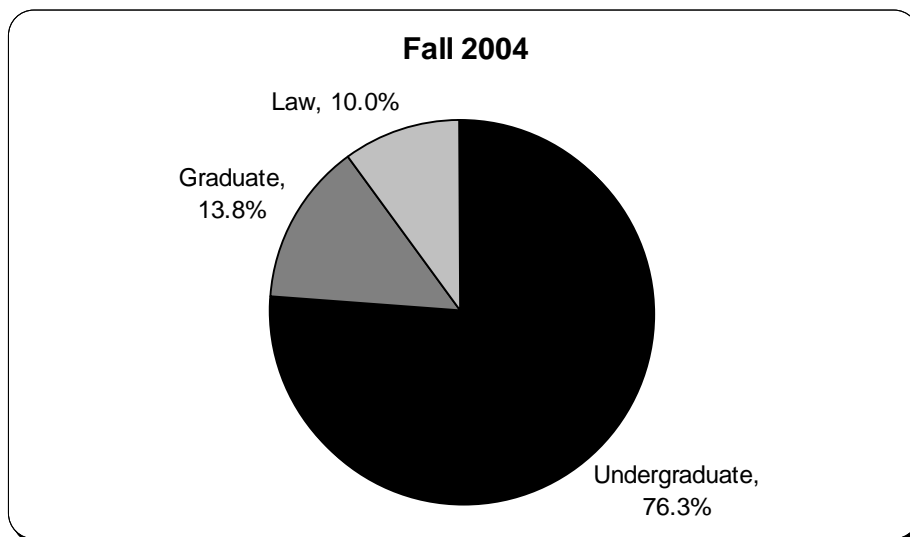
		FALL 2004			
		Undergraduate	Graduate	First Professional (Law)	Total
Men	Nonresident alien	45	19	2	66
	Black, non-Hispanic	33	6	2	41
	Amer Indian/Alaska Ntv	10	1	1	12
	Asian/Pacific Islander	111	17	35	163
	Latino/Hispanic	145	23	12	180
	White, non-Hispanic	972	101	121	1194
	Race/Ethnicity unknown	161	55	56	272
	Total men	1477	222	229	1928
Women	Nonresident alien	43	17	2	62
	Black, non-Hispanic	55	11	2	68
	Amer Indian/Alaska Ntv	13	1	1	15
	Asian/Pacific Islander	182	30	45	257
	Latino/Hispanic	219	42	12	273
	White, non-Hispanic	1317	219	108	1644
	Race/Ethnicity unknown	214	93	61	368
	Total women	2043	413	231	2687
Total all students		3520	635	460	4615

Source: As reported to IPEDS, Fall Enrollment Survey (census Fall 2004)

Note: "Graduate" includes Doctor of Physical Therapy students.

Note: "First Professional", "Law", and "Law School" include LLM students.

Full-Time Headcount Enrollment by Level



Source: As reported to IPEDS, Fall Enrollment Survey (census Fall 2004)

Note: "Graduate" includes Doctor of Physical Therapy students.

Note: "First Professional", "Law", and "Law School" include LLM students.

ORANGE CAMPUS ENROLLMENT

Part-Time Headcount Enrollment by Level, Gender, and Race/Ethnicity

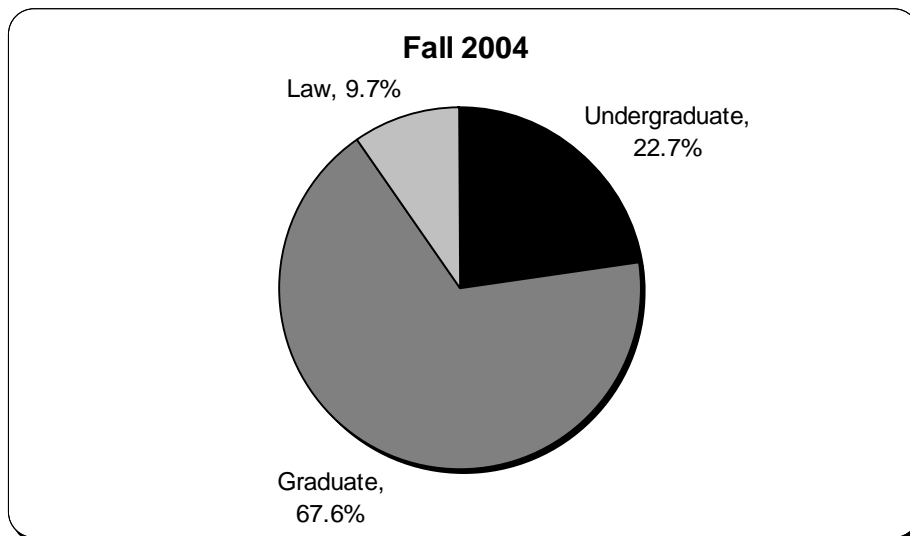
		FALL 2004			
		Undergraduate	Graduate	First Professional (Law)	Total
Men	Nonresident alien	7	7	0	14
	Black, non-Hispanic	2	6	1	9
	Amer Indian/Alaska Ntv	0	1	0	1
	Asian/Pacific Islander	10	21	7	38
	Latino/Hispanic	10	17	6	33
	White, non-Hispanic	52	101	19	172
	Race/Ethnicity unknown	14	51	14	79
	Total men	95	204	47	346
Women	Nonresident alien	1	4	0	5
	Black, non-Hispanic	1	9	2	12
	Amer Indian/Alaska Ntv	0	1	1	2
	Asian/Pacific Islander	9	37	5	51
	Latino/Hispanic	16	56	3	75
	White, non-Hispanic	68	260	19	347
	Race/Ethnicity unknown	23	64	14	101
	Total women	118	431	44	593
Total all students		213	635	91	939

Source: As reported to IPEDS, Fall Enrollment Survey (census Fall 2004)

Note: "Graduate" includes Doctor of Physical Therapy students.

Note: "First Professional", "Law", and "Law School" include LLM students.

Part-Time Headcount Enrollment by Level



Source: As reported to IPEDS, Fall Enrollment Survey (census Fall 2004)

Note: "Graduate" includes Doctor of Physical Therapy students.

Note: "First Professional", "Law", and "Law School" include LLM students.

ORANGE CAMPUS ENROLLMENT

Total Degree-Seeking Headcount Enrollment by Level and School/College and Department

FALL 2004				
School/College	Department	UG	GR	Total
School of Business & Economics		689	136	825
School of Communication Arts	Art	115	0	115
	Communication Studies	192	0	192
	Engl & Comp Lit *	163	68	231
	Theatre & Dance	218	0	218
	Total	688	68	756
School of Education	Athl Training/PE	61	0	61
	Liberal Studies	173	0	173
	(Education)	0	583	583
	Total	234	583	817
College of Film & Media Arts		744	228	972
School of Law		0	551	551
School of Music		186	0	186
Wilkinson College	Biological Sciences	155	0	155
	History	68	0	68
	Languages	10	0	10
	Math/Comp Sci/Physics	79	0	79
	Peace Studies	31	0	31
	Philosophy	22	0	22
	Physical Sciences	50	15	65
	Physical Therapy	0	115	115
	Political Science	165	0	165
	Psychology	210	69	279
	Religious Studies	13	0	13
	Sociology	116	1	117
Total	919	200	1119	
Professional Studies		5	0	5
Undecided		233	0	233

Source: As reported to IPEDS, Fall Enrollment Survey (census Fall 2004)

Note: "Graduate" includes Doctor of Physical Therapy students.

Note: Reflects counts of student primary (first) majors only.

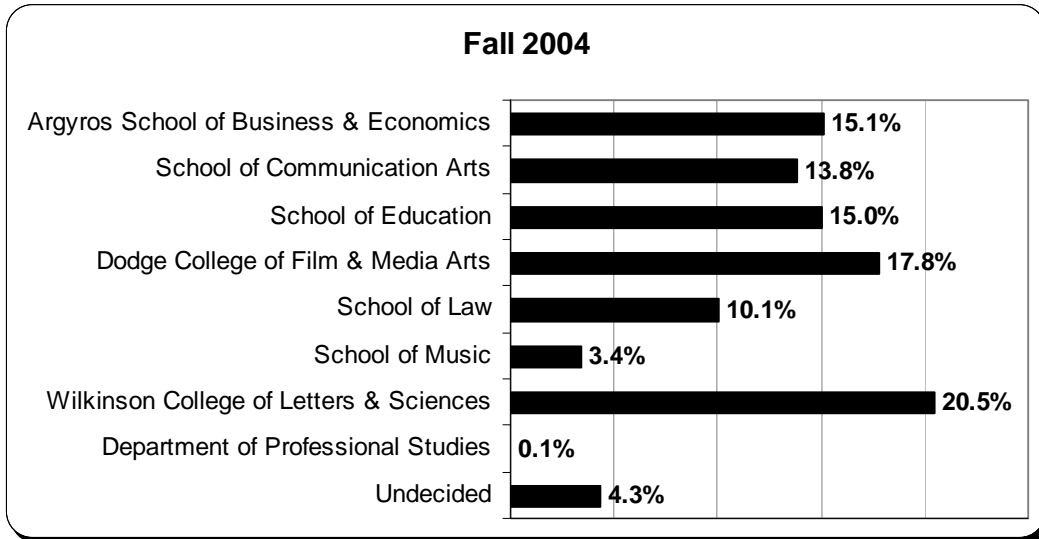
Note: The sum of counts in the table above may not equal overall enrollment counts in other tables of this document as non-degree seeking students are not included here.

Note: "First Professional", "Law", and "Law School" include LLM students.

* Moving to Wilkinson College of Letters & Sciences in the 2005-2006 academic year

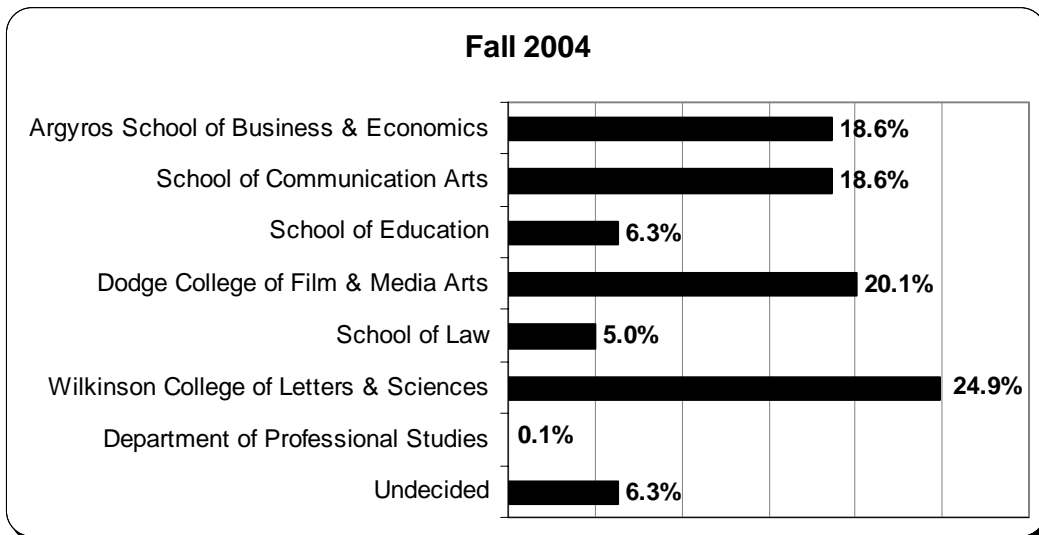
ORANGE CAMPUS ENROLLMENT

Total Degree-Seeking Headcount Enrollment by School/College



Source: As reported to IPEDS, Fall Enrollment Survey (census Fall 2004)

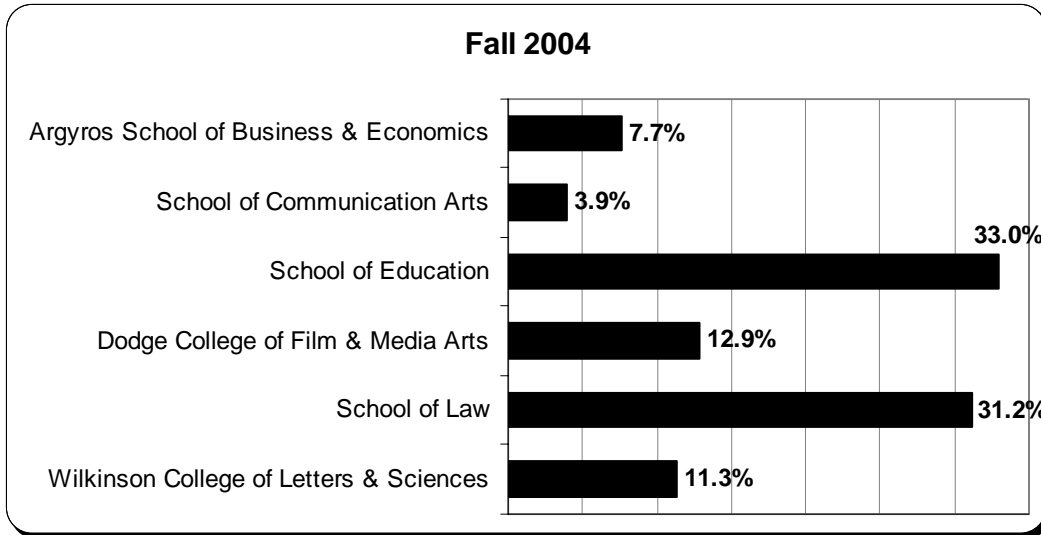
Total Degree-Seeking Undergraduate Headcount Enrollment by School/College



Source: As reported to IPEDS, Fall Enrollment Survey (census Fall 2004)

ORANGE CAMPUS ENROLLMENT

Total Degree-Seeking Graduate & First Professional Headcount Enrollment by School/College



Source: As reported to IPEDS, Fall Enrollment Survey (census Fall 2004)

Note: "Graduate" includes Doctor of Physical Therapy students.

Note: "First Professional", "Law", and "Law School" include LLM students.

ORANGE CAMPUS DEGREES AWARDED

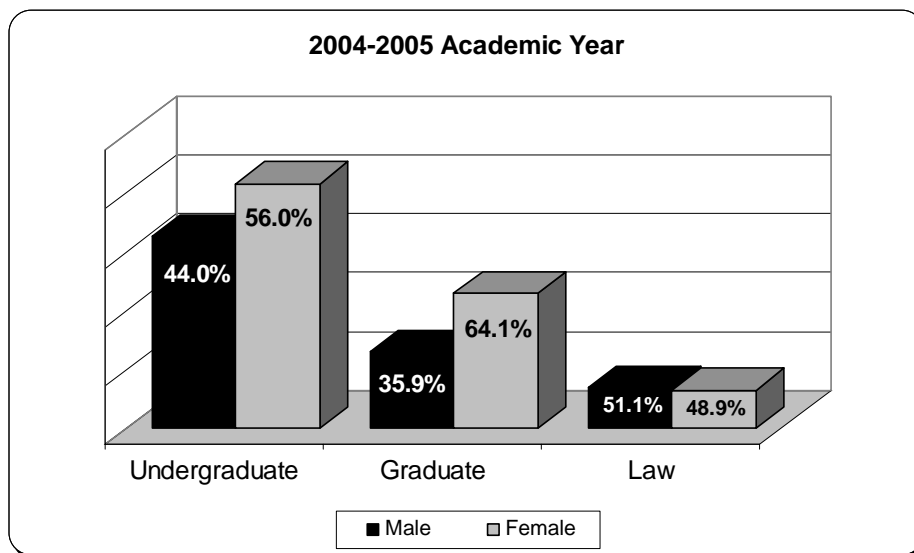
Retention and Graduation Rates

Student Cohort *	Freshman Retention Rate	4-Year Graduation Rate	6-Year Graduation Rate
Fall 1998	84%	50.6%	65.0%
Fall 2003	88%		

Source: As reported to IPEDS, Graduation Rate Survey, and CSRDE Retention Study

* First-time, full-time, degree-seeking freshmen first enrolled in the semester indicated. Excludes deceased students and medical, missionary, and military leaves/withdrawals.

Degrees Awarded by Level and Gender



Source: As reported to IPEDS, Completions Survey

Note: "Graduate" includes Doctor of Physical Therapy students.

Note: "First Professional", "Law", and "Law School" include LLM students.

ORANGE CAMPUS DEGREES AWARDED

Degrees Awarded by Gender and Race/Ethnicity

		2004-2005 Academic Year			
		Undergraduate	Graduate	First Professional (Law)	Total
Men	Nonresident alien	13	14	0	27
	Black, non-Hispanic	8	0	0	8
	Amer Indian/Alaska Ntv	0	1	0	1
	Asian/Pacific Islander	29	12	6	47
	Latino/Hispanic	20	9	8	37
	White, non-Hispanic	214	62	41	317
	Race/Ethnicity unknown	43	31	13	87
	Total men	327	129	68	524
Women	Nonresident alien	9	7	1	17
	Black, non-Hispanic	11	6	3	20
	Amer Indian/Alaska Ntv	1	0	1	2
	Asian/Pacific Islander	40	19	6	65
	Latino/Hispanic	39	28	3	70
	White, non-Hispanic	264	137	35	436
	Race/Ethnicity unknown	52	33	16	101
	Total women	416	230	65	711
Total all students		743	359	133	1235

Source: Chapman's Institutional Research Office

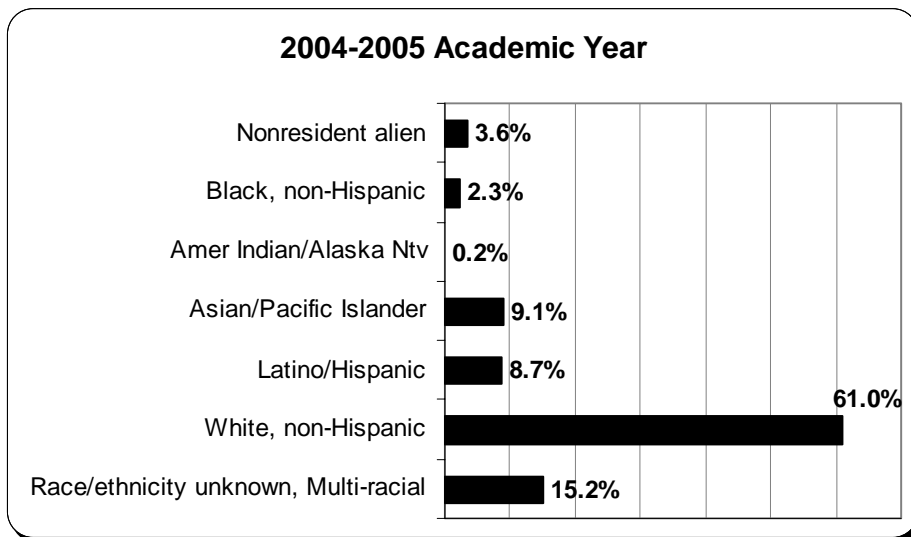
Note: Students earning multiple degrees are counted once for each degree earned.

Note: "Graduate" includes Doctor of Physical Therapy students.

Note: "First Professional", "Law", and "Law School" include LLM students.

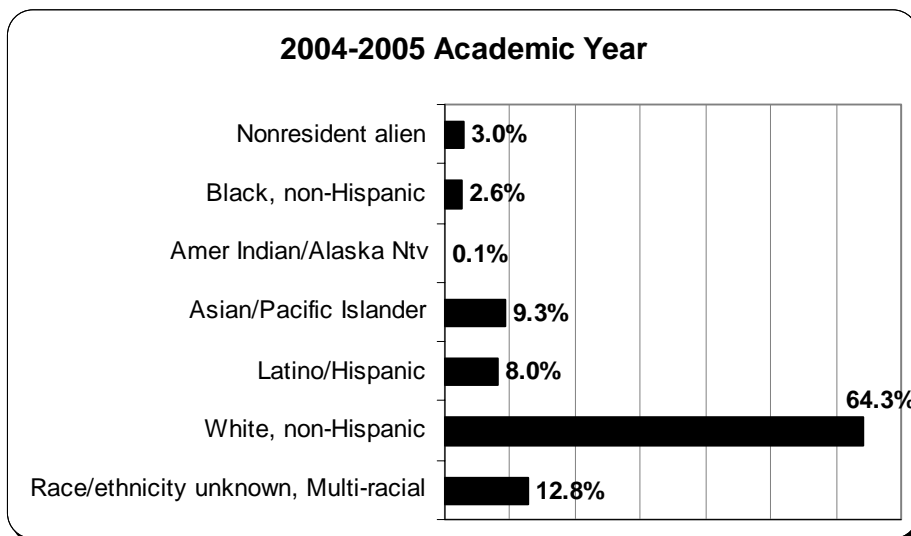
ORANGE CAMPUS DEGREES AWARDED

All Degrees Awarded by Race/Ethnicity



Source: As reported to IPEDS, Completions Survey

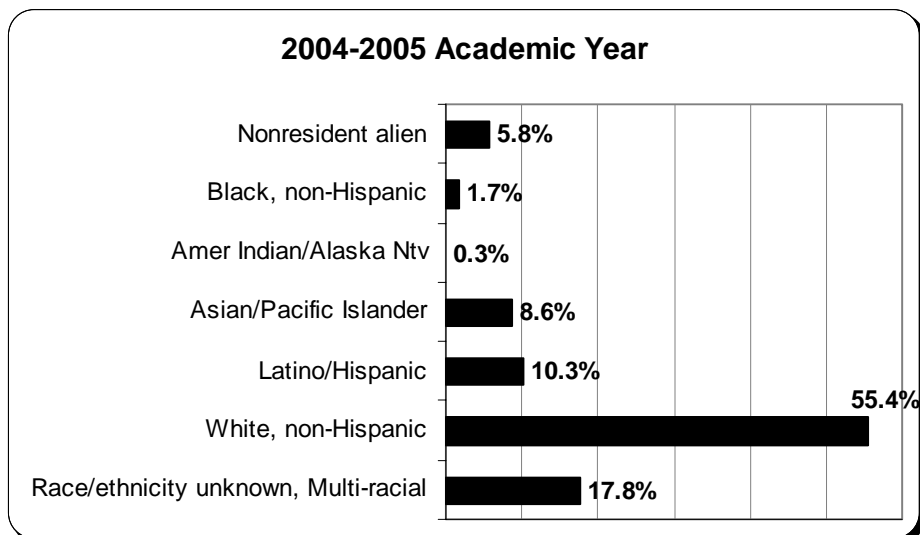
Undergraduate Degrees Awarded by Race/Ethnicity



Source: As reported to IPEDS, Completions Survey

ORANGE CAMPUS DEGREES AWARDED

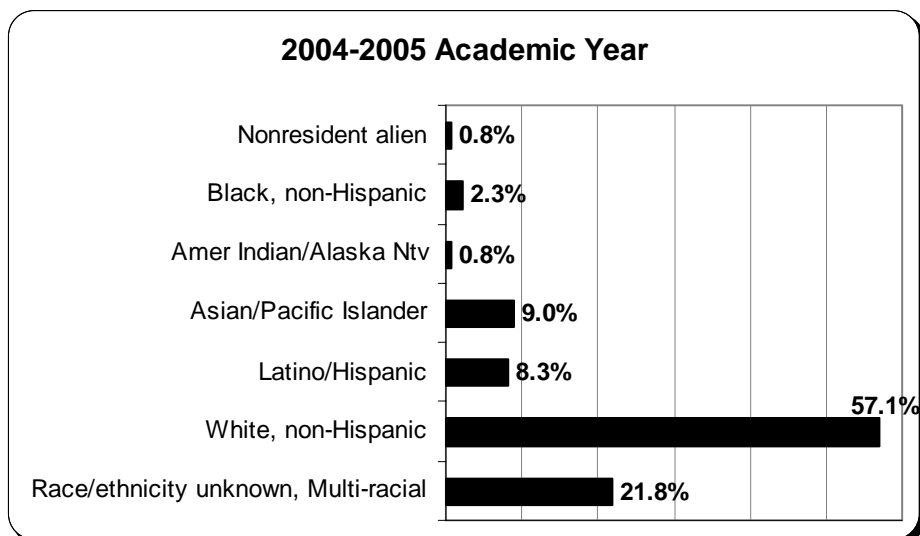
Graduate Degrees Awarded by Race/Ethnicity



Source: As reported to IPEDS, Completions Survey

Note: "Graduate" includes Doctor of Physical Therapy students.

First Professional Degrees Awarded by Race/Ethnicity



Source: As reported to IPEDS, Completions Survey

Note: "First Professional", "Law", and "Law School" include LLM students.

ORANGE CAMPUS DEGREES AWARDED

Degrees Awarded by Level and School/Department

2004-2005 Academic Year					
School/College	Department	UG	GR	Law	Total
School of Business & Economics		142	75	0	217
School of Communication Arts	Art	16	0	0	16
	Communication Studies	25	0	0	25
	English & Comparative Lit *	37	13	0	50
	Theatre & Dance	34	0	0	34
	Total	112	13	0	125
School of Education	Athl Training/PE	8	0	0	8
	Liberal Studies	43	0	0	43
	(Education)	0	153	0	153
	Total	51	153	0	204
College of Film & Media Arts		199	64	0	263
School of Law		0	0	133	133
School of Music		26	0	0	26
Wilkinson College	Biological Sciences	26	0	0	26
	History	18	0	0	18
	Languages	4	0	0	4
	Math/Computer Sci/Physics	21	0	0	21
	Peace Studies	4	0	0	4
	Philosophy	3	0	0	3
	Physical Sciences	5	6	0	11
	Physical Therapy	0	18	0	18
	Political Science	40	0	0	40
	Psychology	40	26	0	66
	Religious Studies	1	0	0	1
	Sociology	44	4	0	48
	Total	206	54	0	260
Professional Studies		7	0	0	7
Total		743	359	133	1235

Source: Chapman's Institutional Research Office

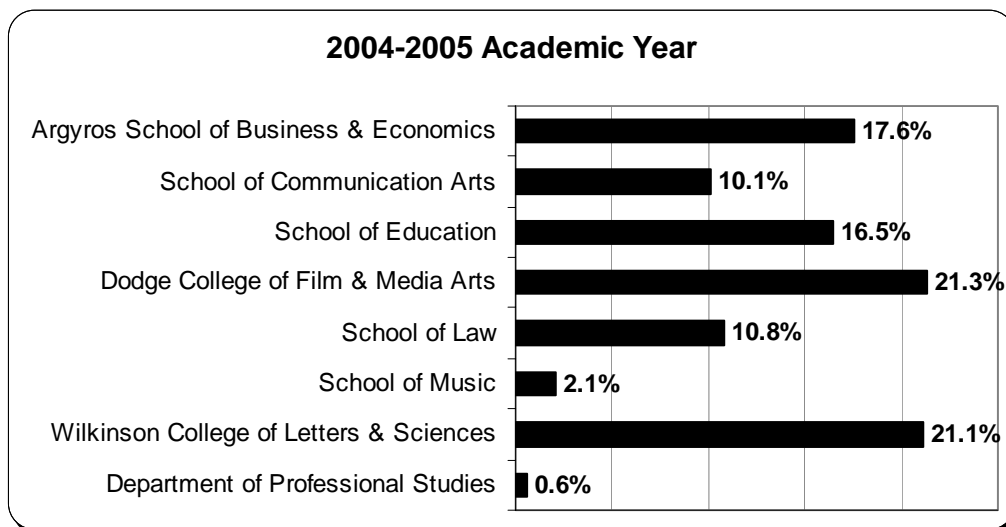
Note: "Graduate" includes Doctor of Physical Therapy students.

Note: "First Professional", "Law", and "Law School" include LLM students.

** Moving to Wilkinson College of Letters & Sciences in the 2005-2006 academic year*

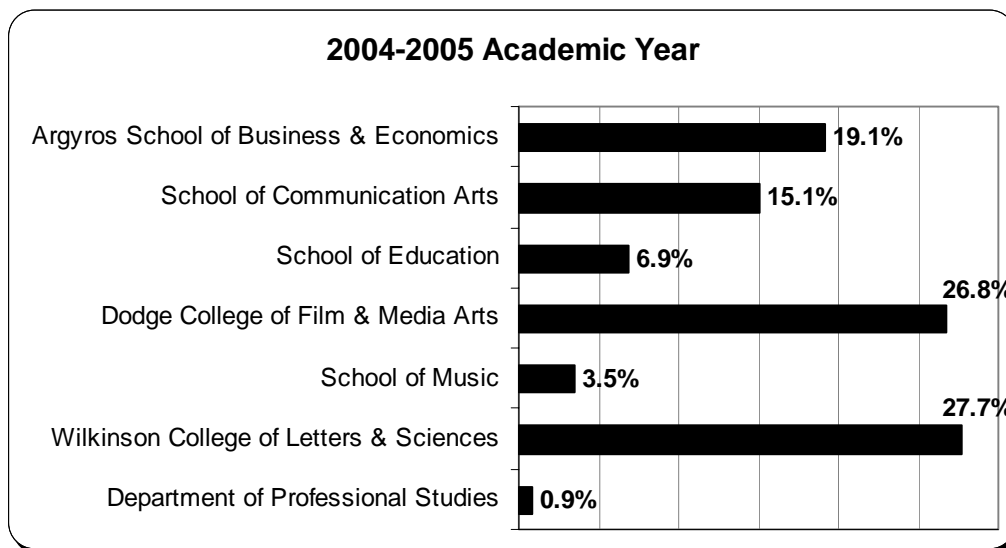
ORANGE CAMPUS DEGREES AWARDED

Distribution of All Degrees Awarded by School/College



Source: Chapman's Institutional Research Office

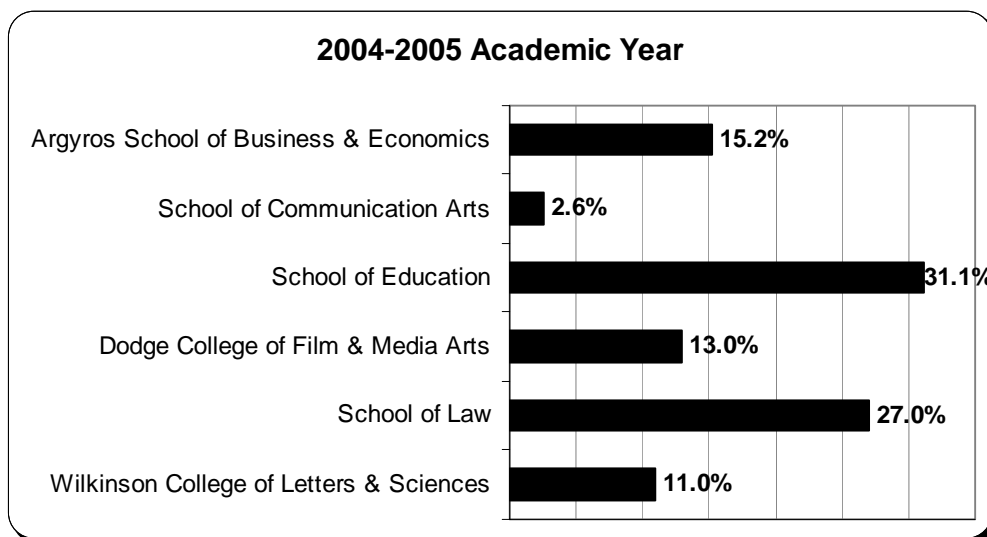
Distribution of Undergraduate Degrees Awarded by School/College



Source: Chapman's Institutional Research Office

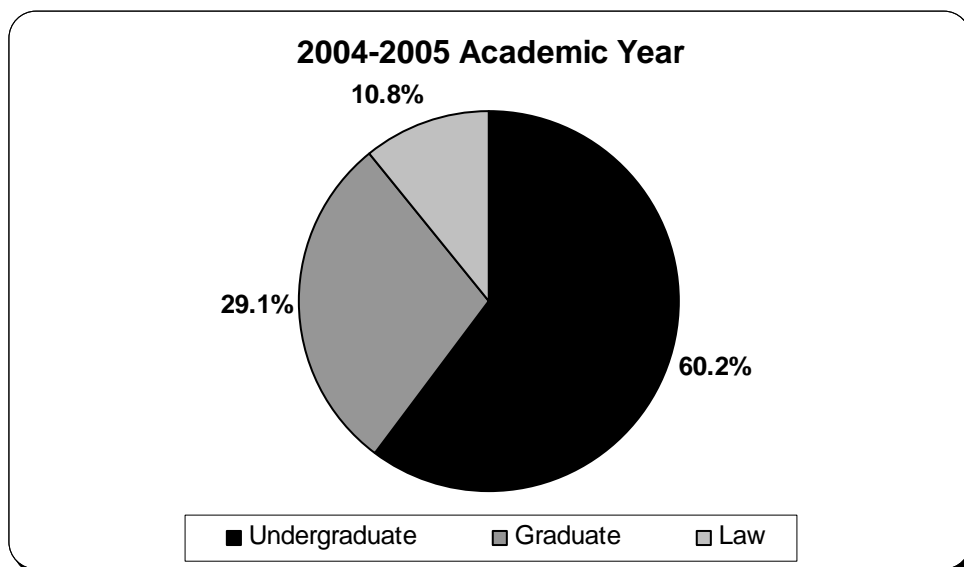
ORANGE CAMPUS DEGREES AWARDED

Distribution of Graduate & First Professional Degrees Awarded by School/College



Source: Chapman's Institutional Research Office

Distribution of Degrees Awarded by Level



Source: Chapman's Institutional Research Office

ORANGE CAMPUS DEGREES AWARDED

Undergraduate Degrees Awarded by Major

2004-2005 Academic Year	
Major	Graduates
Accounting	11
Art	14
Art History	1
Athletic Training	4
Biological Sciences	12
Business Administration	121
Chemistry	3
Communication Studies	10
Communications	54
Computer Information Systems	6
Computer Science	13
Creative Writing	2
Criminal Justice	7
Dance Performance	1
Economics	10
English	33
Film & Television	108
Film Production	25
Film Studies	1
Food Science & Nutrition	2
French	1
Germanic Studies	1
Graphic Design	1
History	18
Kinesiology	18

2004-2005 Academic Year	
Major	Graduates
Leadership Studies	1
Legal Studies	18
Liberal Studies	43
Mathematics	2
Music	3
Music Education	6
Music Performance	14
Music Therapy	3
Organizational Leadership	16
Peace Studies	4
Philosophy	3
Political Science	22
Psychology	40
Public Relations & Advertising	18
Religious Studies	1
Screenwriting	2
Social Science	5
Sociology	22
Spanish	2
Teaching English	2
Television Broadcast Journalism	6
Theatre	1
Theatre & Dance	31
Theatrical Directing	1

Source: Chapman's Institutional Research Office

ORANGE CAMPUS DEGREES AWARDED

Graduate Degrees Awarded by Major

2004-2005 Academic Year	
Major	Graduates
Business Administration	50
Counseling (School)	14
Creative Writing	6
Doctor of Physical Therapy	18
Education	38
Educational Psychology	16
English	7
Executive MBA	15
Film & Television Producing	5
Film & Television Production	24
Film Production	15
Film Studies	2
Food Science & Nutrition	4
Human Resource Management	7
Human Resources	3
Organizational Leadership	4
Psychology	26
School Psychology	16
Screenwriting	20
Special Education	19
Teaching	50
Juris Doctor	128
LL.M. in Taxation	5

Source: Chapman's Institutional Research Office

ORANGE CAMPUS EDUC CREDENTIALS

Credentials Recommended

Note: Colleges and Universities in California do not directly credential students to teach. Instead, they offer courses and programs designed to meet state-mandated requirements for teacher certification and, upon a student's successful completion of the program and all state-mandated exams, recommend to the California Commission on Teacher Credentialing that a credential be granted to the student.

2004-2005 Academic Year		
Subject	Type	Count
Administrative Services	Internship	1
	Certificate of Eligibility	13
	Preliminary	4
	Professional Clear	18
	Total	36
Education Specialist	Internship	15
	Certificate of Eligibility	4
	Preliminary	24
	Professional Clear	14
	Total	57
Multiple Subject	Internship	2
	Preliminary	67
	Professional Clear	4
	Total	73
Pupil Personnel Services	Internship	4
	Professional Clear	28
	Total	32
Single Subject	Internship	10
	Preliminary	33
	Professional Clear	6
	Total	49
Total Credentials Recommended		247

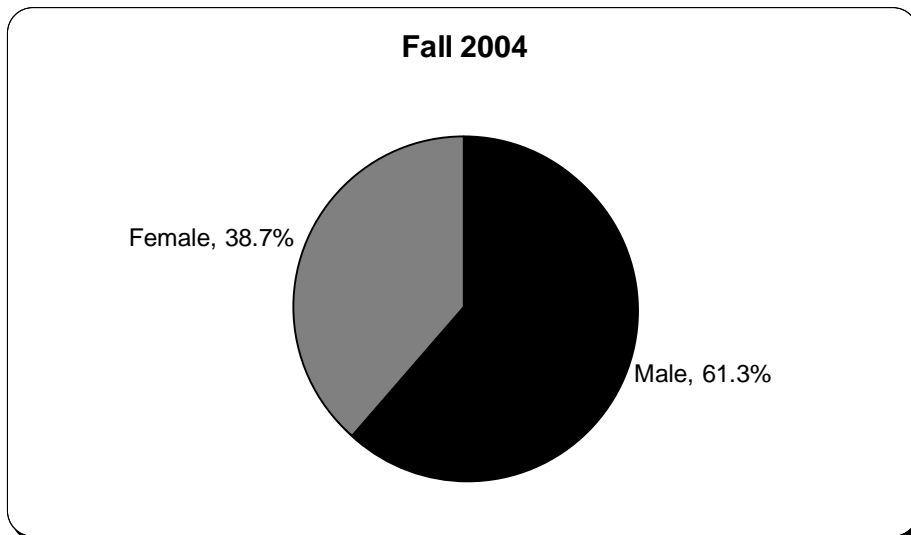
Source: Office of the Assistant Provost for Teacher Education

Full-Time Faculty by Gender and Race/Ethnicity

FALL 2004			
Race/Ethnicity	Male	Female	Total
Nonresident Alien	0	0	0
Black, non-Hispanic	4	7	11
American Indian/Alaska Native	1	0	1
Asian/Pacific Islander	11	6	17
Latino/Hispanic	3	6	9
White, non-Hispanic	130	74	204
Race/Ethnicity unknown	0	1	1
Grand Total	149	94	243

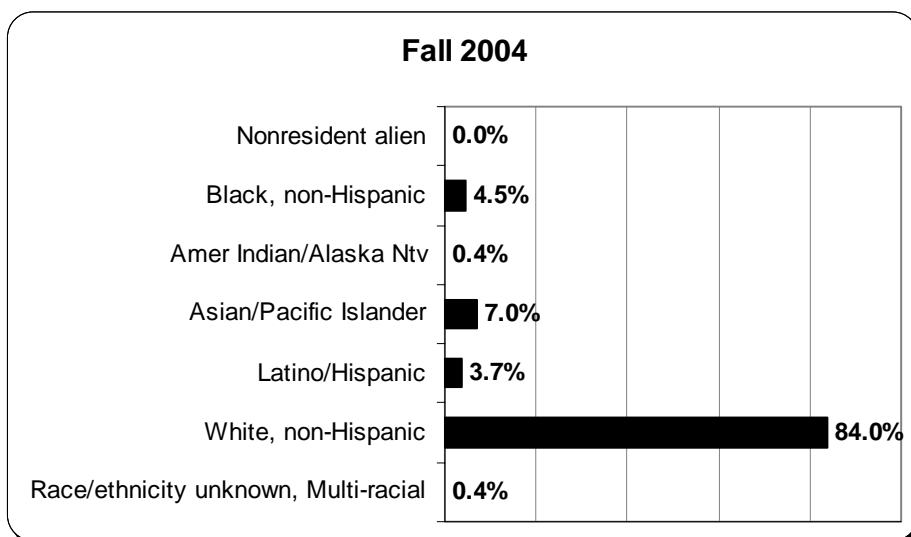
Source: As reported to IPEDS, Fall Staff Survey

Full-Time Faculty by Gender



Source: As reported to IPEDS, Fall Staff Survey

Full-Time Faculty by Race/Ethnicity



Source: As reported to IPEDS, Fall Staff Survey

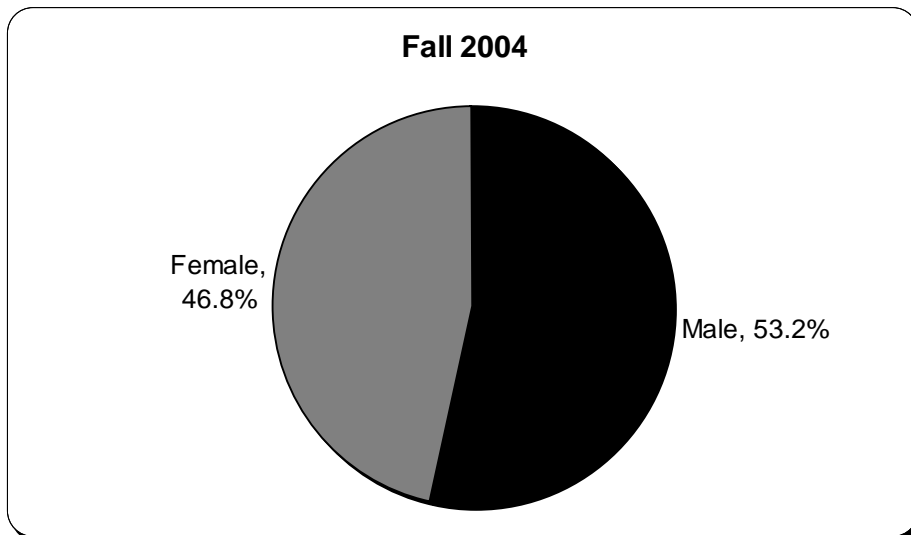
Part-Time Faculty by Gender and Race/Ethnicity

FALL 2004			
Race/Ethnicity	Male	Female	Total
Nonresident Alien	0	0	0
Black, non-Hispanic	1	2	3
American Indian/Alaska Native	1	0	1
Asian/Pacific Islander	6	7	13
Latino/Hispanic	6	7	13
White, non-Hispanic	122	103	225
Race/Ethnicity unknown	20	18	38
Grand Total	156	137	293

Source: As reported to IPEDS, Fall Staff Survey

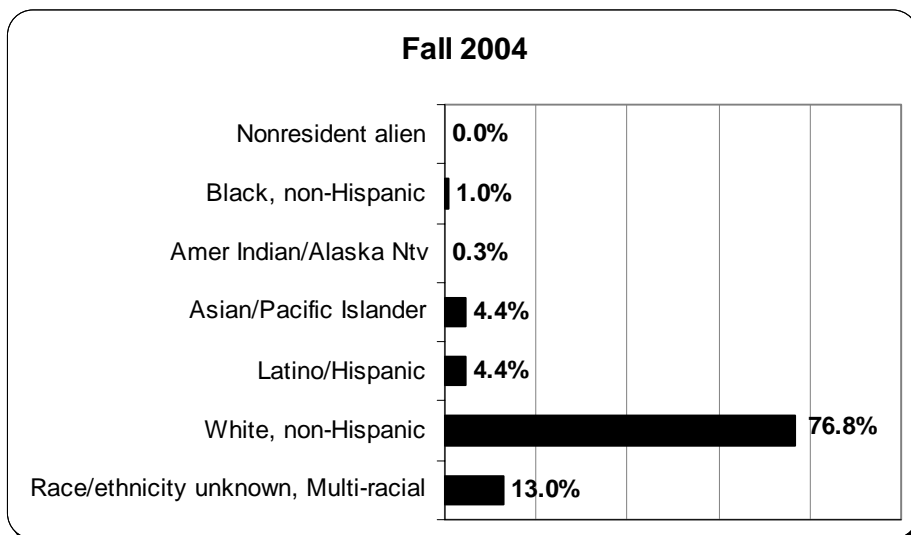
ORANGE CAMPUS FACULTY

Part-Time Faculty by Gender



Source: As reported to IPEDS, Fall Staff Survey

Part-Time Faculty by Race/Ethnicity



Source: As reported to IPEDS, Fall Staff Survey

ORANGE CAMPUS STAFF

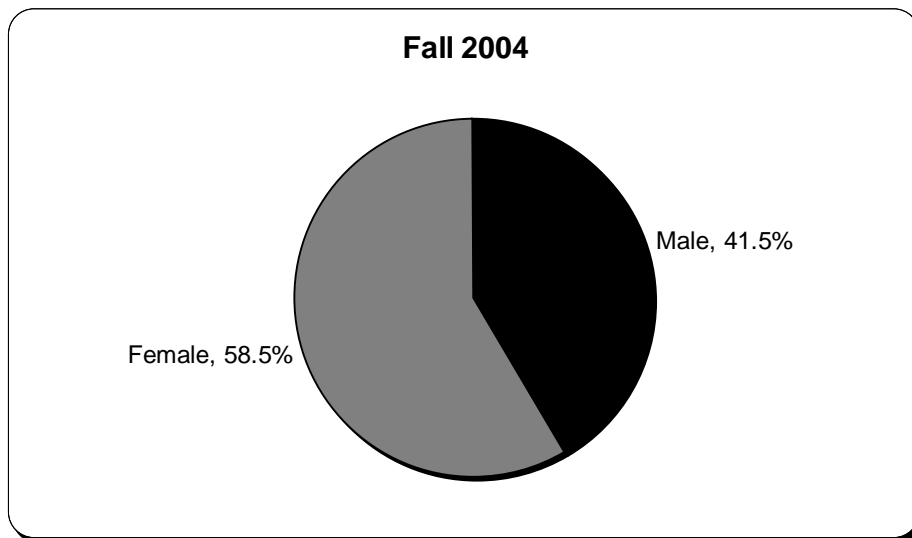
Full-Time Staff by Classification, Gender, and Race/Ethnicity

		FALL 2004						
		Executive, Administrative, & Managerial	Other Professional	Technical / Paraprofessional	Clerical / Secretarial	Skilled Crafts	Service / Maintenance	Total Staff
Men	Nonresident alien	0	0	0	0	0	0	0
	Black, non-Hispanic	1	1	1	2	1	3	9
	Amer Indian/Alaska Ntv	0	0	1	0	0	0	1
	Asian/Pacific Islander	3	7	3	1	2	2	18
	Latino/Hispanic	3	3	3	7	7	9	32
	White, non-Hispanic	48	44	12	14	4	7	129
	Race/Ethnicity unknown	0	0	1	0	0	0	1
	Total men	55	55	21	24	14	21	190
Women	Nonresident alien	0	0	0	0	0	0	0
	Black, non-Hispanic	0	0	0	3	0	0	3
	Amer Indian/Alaska Ntv	0	0	0	1	0	0	1
	Asian/Pacific Islander	7	3	2	10	0	0	22
	Latino/Hispanic	7	2	0	20	0	0	29
	White, non-Hispanic	59	42	4	106	1	1	213
	Race/Ethnicity unknown	0	0	0	0	0	0	0
	Total women	73	47	6	140	1	1	268
Total all full-time staff		128	102	27	164	15	22	458

Source: As reported to IPEDS, Fall Staff Survey

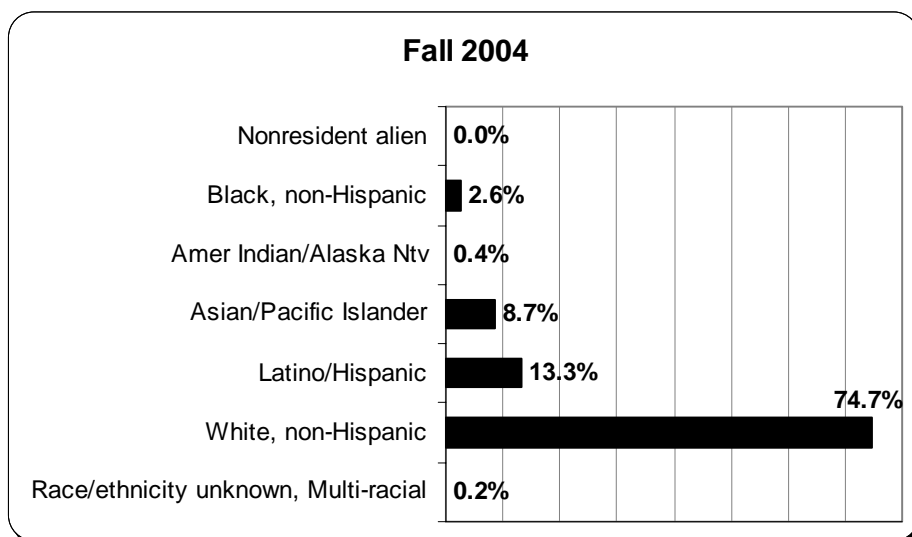
ORANGE CAMPUS STAFF

Full-Time Staff by Gender



Source: As reported to IPEDS, Fall Staff Survey

Full-Time Staff by Race/Ethnicity



Source: As reported to IPEDS, Fall Staff Survey

ORANGE CAMPUS STAFF

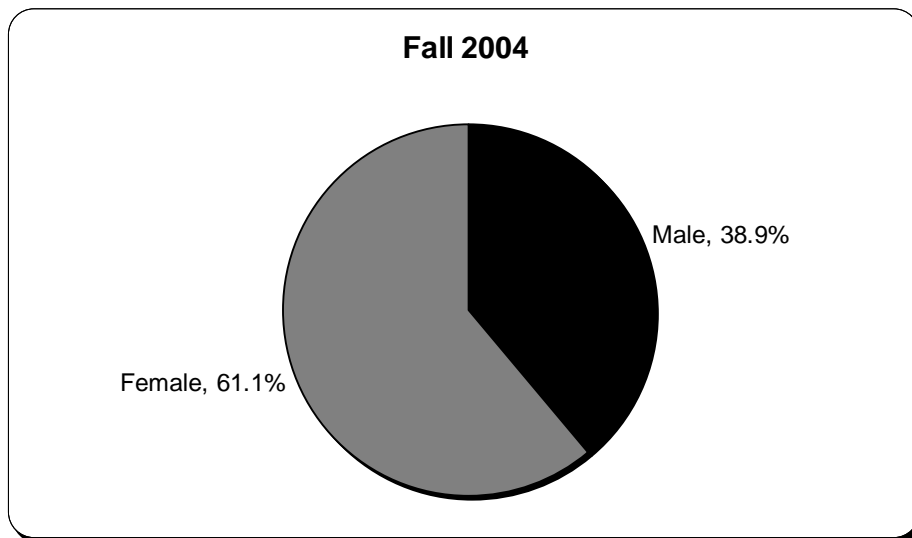
Part-Time Staff by Classification, Gender, and Race/Ethnicity

		FALL 2004						
		Executive, Administrative, & Managerial	Other Professional	Technical / Paraprofessional	Clerical / Secretarial	Skilled Crafts	Service / Maintenance	Total Staff
Men	Nonresident alien	0	0	0	0	0	0	0
	Black, non-Hispanic	0	2	0	2	0	0	4
	American Indian/Alaska Native	0	0	0	0	0	0	0
	Asian/Pacific Islander	0	1	0	0	0	1	2
	Latino/Hispanic	0	4	0	1	0	0	5
	White, non-Hispanic	4	12	0	1	0	0	17
	Race/Ethnicity unknown	0	0	0	0	0	0	0
	Total men	4	19	0	4	0	1	28
Women	Nonresident alien	0	0	0	0	0	0	0
	Black, non-Hispanic	0	0	0	1	0	0	1
	American Indian/Alaska Native	0	0	0	0	0	0	0
	Asian/Pacific Islander	0	2	0	0	0	1	3
	Latino/Hispanic	0	2	0	1	0	0	3
	White, non-Hispanic	2	20	0	14	0	1	37
	Race/Ethnicity unknown	0	0	0	0	0	0	0
	Total women	2	24	0	16	0	2	44
Total all part-time staff		6	43	0	20	0	3	72

Source: As reported to IPEDS, Fall Staff Survey

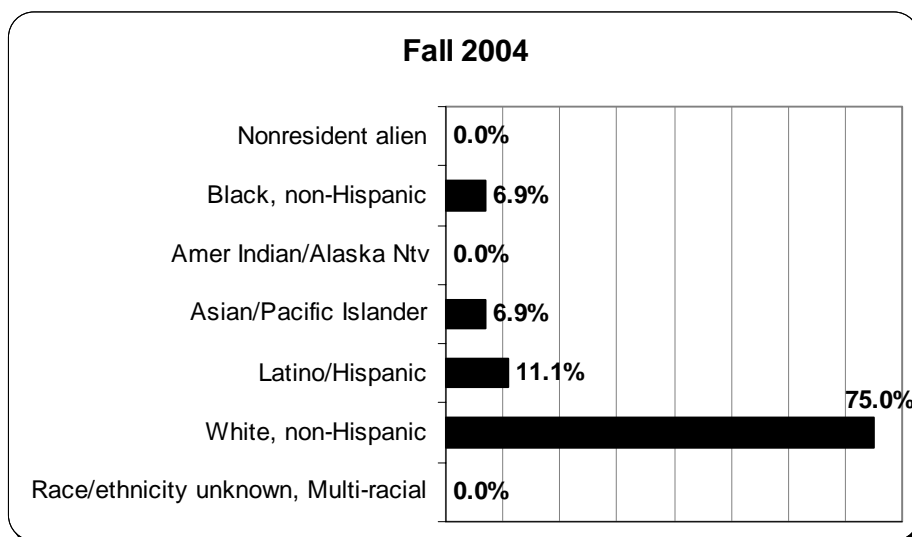
ORANGE CAMPUS STAFF

Part-Time Staff by Gender



Source: As reported to IPEDS, Fall Staff Survey

Part-Time Staff by Race/Ethnicity



Source: As reported to IPEDS, Fall Staff Survey

University College

UNIVERSITY COLLEGE ADMISSIONS

Total Applicants, Admits, and Enrollees, by Level

	FALL 2004 (Term D Only)	
	Number	Admit Rate and Yield Rate
Undergraduate Transfers		
Applicants	780	
Admissions	441	56.5%
Enrolled	315	71.4%
Graduate Students		
Applicants	986	
Admissions	649	65.8%
Enrolled	531	81.8%

Source: Chapman's Institutional Research Office – XA05, XA11

Transfer GPA by Level

	FALL 2004 (Term D Only)	
	Mean Transfer GPA	Median Transfer GPA
Undergraduate Transfers		
Applicants	2.86	2.89
Admissions	2.90	2.93
Enrolled	2.92	2.96
Graduate Students		
Applicants	3.31	3.33
Admissions	3.33	3.34
Enrolled	3.34	3.37

Source: Chapman's Institutional Research Office – XA05, XA11

UNIVERSITY COLLEGE ENROLLMENT

Total Headcount Enrollment by Level, Gender, and Race/Ethnicity

		FALL 2004 (Term D Only)		
		Undergraduate	Graduate	Total
Men	Nonresident alien	2	0	2
	Black, non-Hispanic	82	73	155
	American Indian/Alaska Native	11	8	19
	Asian/Pacific Islander	53	34	87
	Latino/Hispanic	143	128	271
	White, non-Hispanic	470	691	1161
	Race/Ethnicity unknown	130	177	307
	Total men	891	1111	2002
Women	Nonresident alien	0	0	0
	Black, non-Hispanic	117	129	246
	American Indian/Alaska Native	15	17	32
	Asian/Pacific Islander	65	93	158
	Latino/Hispanic	272	292	564
	White, non-Hispanic	835	1604	2439
	Race/Ethnicity unknown	207	385	592
	Total women	1511	2520	4031
Total all students		2402	3631	6033

Source: As reported to IPEDS, Fall Enrollment Survey (census Fall 2004 [Term D])

UNIVERSITY COLLEGE ENROLLMENT

Full-Time Headcount Enrollment by Level, Gender, and Race/Ethnicity

		FALL 2004 (Term D Only)		
		Undergraduate	Graduate	Total
Men	Nonresident alien	0	0	0
	Black, non-Hispanic	45	29	74
	American Indian/Alaska Native	10	2	12
	Asian/Pacific Islander	37	17	54
	Latino/Hispanic	81	61	142
	White, non-Hispanic	258	306	564
	Race/Ethnicity unknown	67	86	153
	Total men	498	501	999
Women	Nonresident alien	0	0	0
	Black, non-Hispanic	71	48	119
	American Indian/Alaska Native	10	8	18
	Asian/Pacific Islander	39	50	89
	Latino/Hispanic	172	142	314
	White, non-Hispanic	510	773	1283
	Race/Ethnicity unknown	106	175	281
	Total women	908	1196	2104
Total all students		1406	1697	3103

Source: As reported to IPEDS, Fall Enrollment Survey (census Fall 2004 [Term D])

UNIVERSITY COLLEGE ENROLLMENT

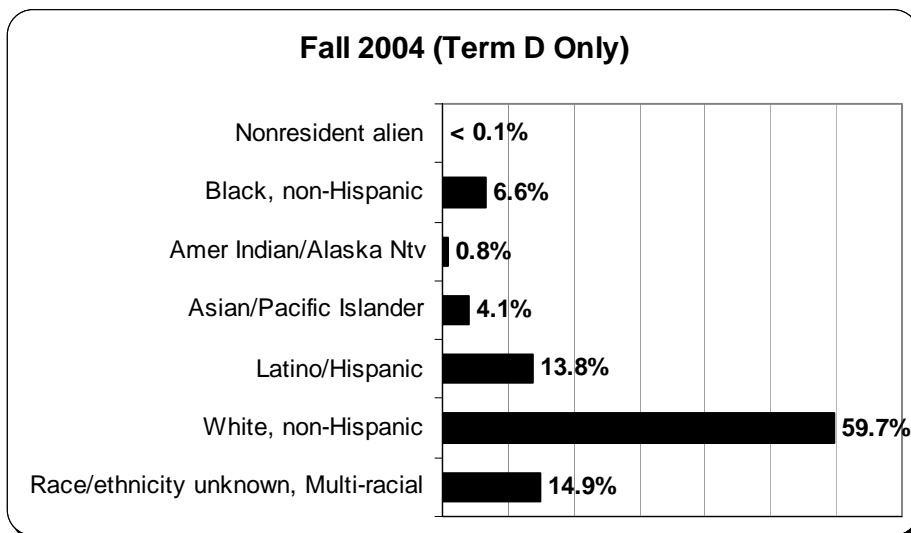
Part-Time Headcount Enrollment by Level, Gender, and Race/Ethnicity

		FALL 2004 (Term D Only)		
		Undergraduate	Graduate	Total
Men	Nonresident alien	2	0	2
	Black, non-Hispanic	37	44	81
	American Indian/Alaska Native	1	6	7
	Asian/Pacific Islander	16	17	33
	Latino/Hispanic	62	67	129
	White, non-Hispanic	212	385	597
	Race/Ethnicity unknown	63	91	154
	Total men	393	610	1003
Women	Nonresident alien	0	0	0
	Black, non-Hispanic	46	81	127
	American Indian/Alaska Native	5	9	14
	Asian/Pacific Islander	26	43	69
	Latino/Hispanic	100	150	250
	White, non-Hispanic	325	831	1156
	Race/Ethnicity unknown	101	210	311
	Total women	603	1324	1927
Total all students		996	1934	2930

Source: As reported to IPEDS, Fall Enrollment Survey (census Fall 2004 [Term D])

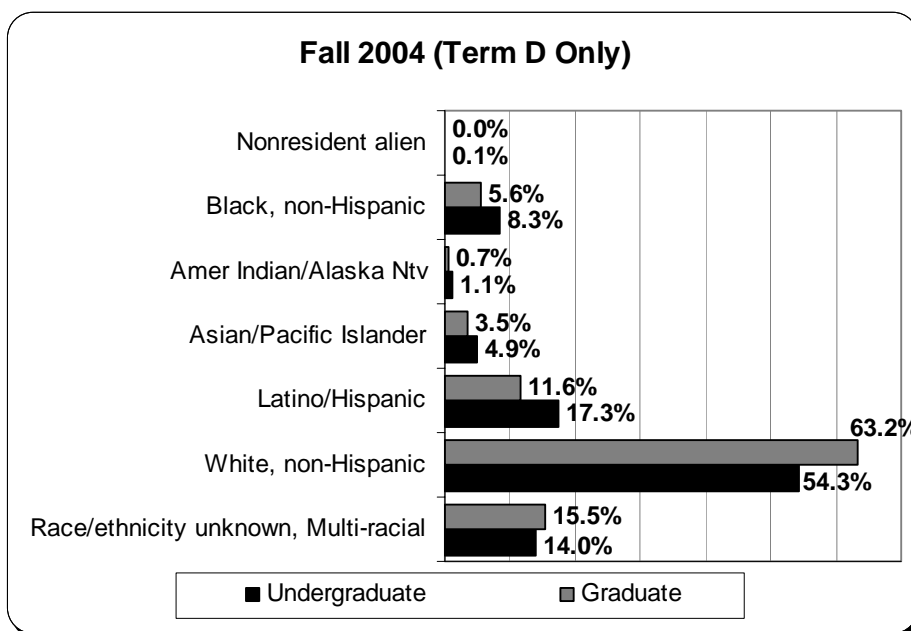
UNIVERSITY COLLEGE ENROLLMENT

Total Enrollment by Race/Ethnicity



Source: As reported to IPEDS, Fall Enrollment Survey (census Fall 2004 [Term D])

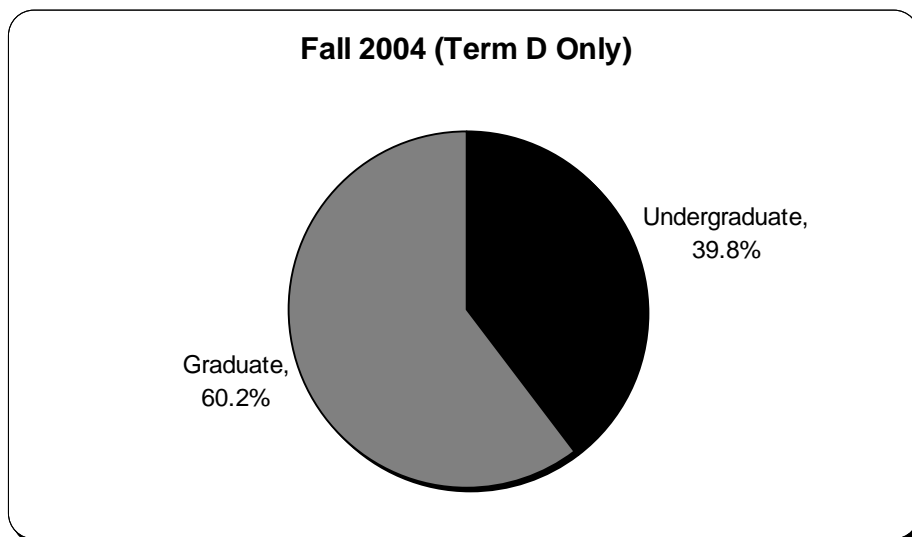
Total Enrollment by Level and Race/Ethnicity



Source: As reported to IPEDS, Fall Enrollment Survey (Fall 2004 [Term D])

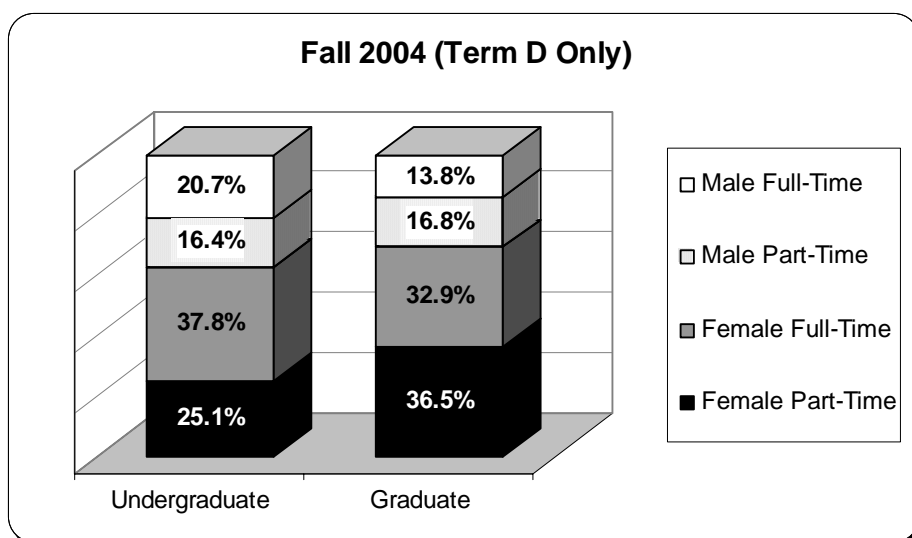
UNIVERSITY COLLEGE ENROLLMENT

Total Headcount Enrollment by Level



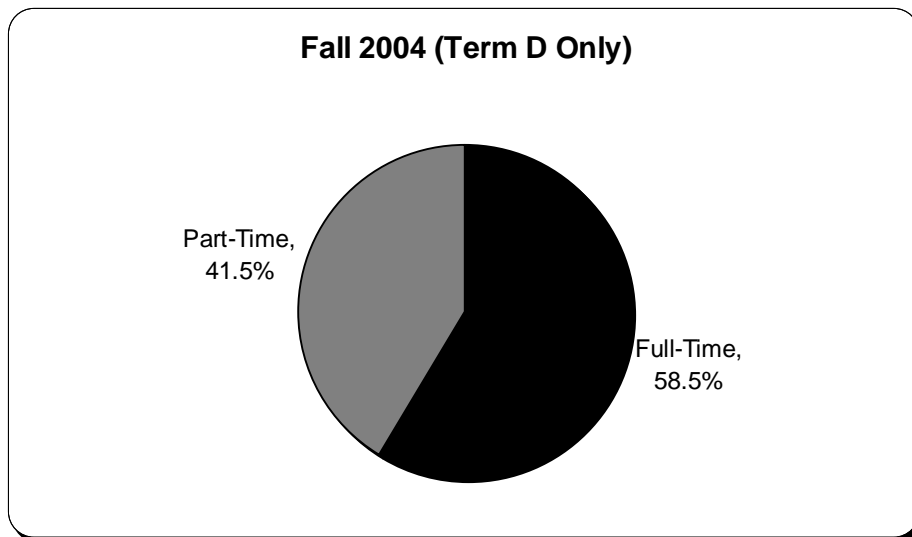
Source: As reported to IPEDS, Fall Enrollment Survey (census Fall 2004 [Term D])

Total Headcount Enrollment by Level, Load, and Gender



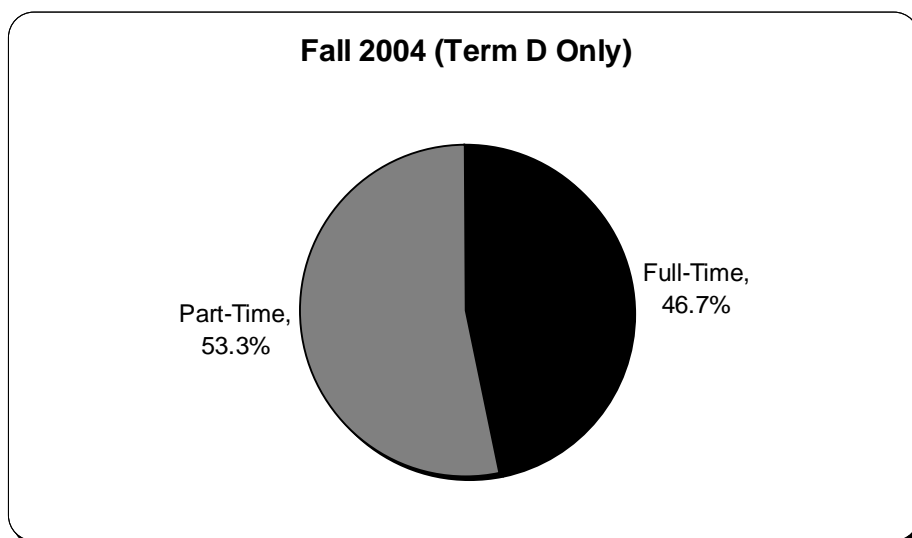
Source: As reported to IPEDS, Fall Enrollment Survey (census Fall 2004 [Term D])

Total Undergraduate Headcount Enrollment by Load



Source: As reported to IPEDS, Fall Enrollment Survey (census Fall 2004 [Term D])

Total Graduate Headcount Enrollment by Load



Source: As reported to IPEDS, Fall Enrollment Survey (census Fall 2004 [Term D])

UNIVERSITY COLLEGE ENROLLMENT

Total Headcount Enrollment by Campus and Level

FALL 2004 (Term D Only)			
Campus	UG	GR	Total
Antelope Valley	204	118	322
Bay Area	165	601	766
Coachella Valley	103	204	307
Irvine	243	90	333
Los Angeles / Manhattan Beach	119	173	292
Modesto	186	321	507
Monterey	102	139	241
Moreno Valley	96	275	371
Ontario	209	521	730
Sacramento Valley	145	282	427
San Diego	215	258	473
Santa Maria	143	225	368
South San Joaquin Valley	236	195	431
Washington	230	217	447

Source: As reported to IPEDS, Fall Enrollment Survey (census Fall 2004 [Term D])

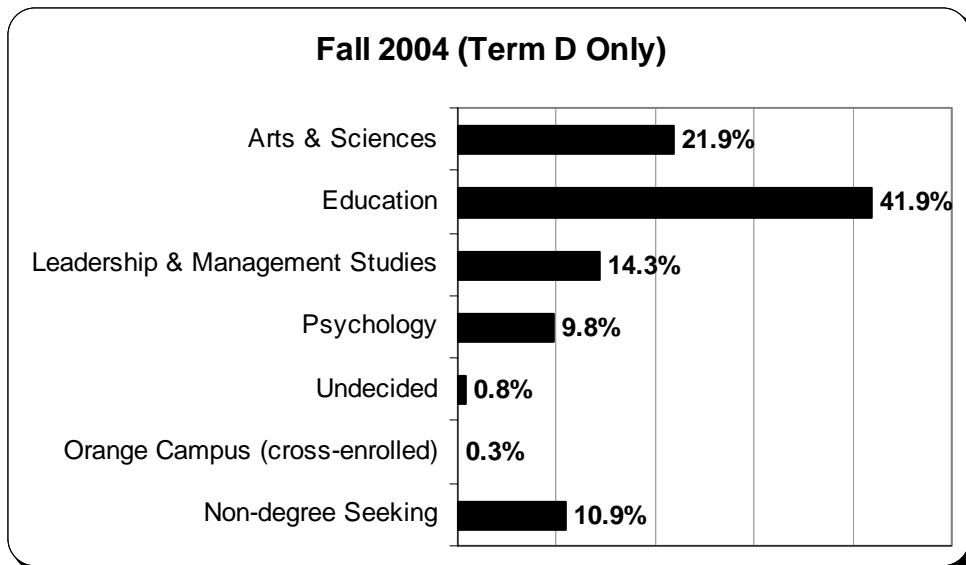
Total Headcount Enrollment by Division and Level

FALL 2004 (Term D Only)			
Department	UG	GR	Total
Arts & Sciences	1279	43	1322
Education	0	2529	2529
Leadership & Management Studies	481	382	863
Psychology	332	260	592
Undecided	50	0	50
Orange Campus (cross-enrolled)	8	11	19
Non Degree Seeking	252	406	658

Source: As reported to IPEDS, Fall Enrollment Survey (census Fall 2004 [Term D])

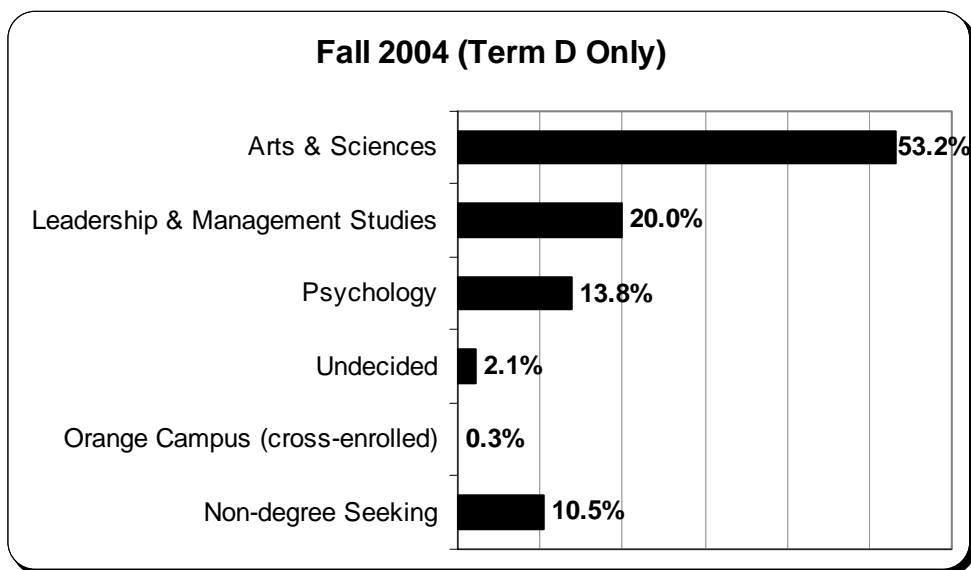
UNIVERSITY COLLEGE ENROLLMENT

Total Headcount Enrollment by Division



Source: As reported to IPEDS, Fall Enrollment Survey (census Fall 2004 [Term D])

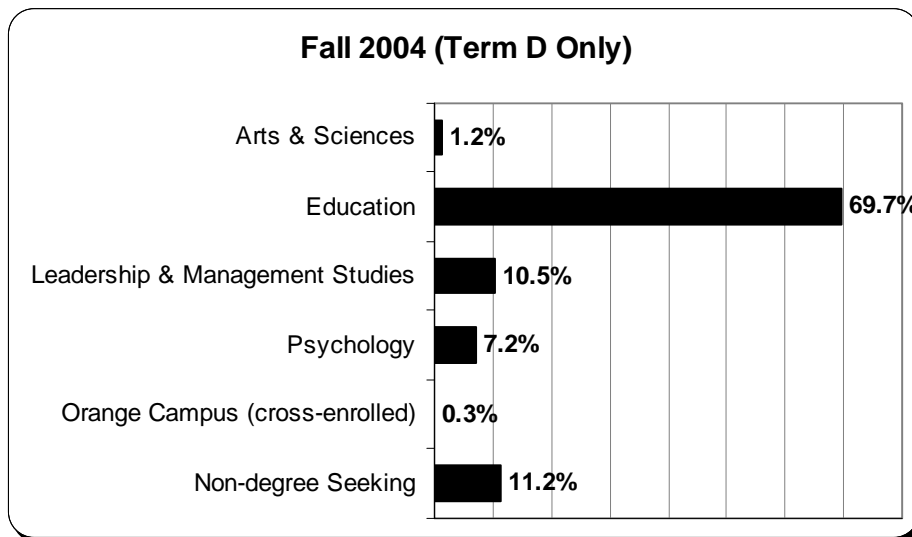
Total Undergraduate Headcount Enrollment by Division



Source: As reported to IPEDS, Fall Enrollment Survey (census Fall 2004 [Term D])

UNIVERSITY COLLEGE ENROLLMENT

Total Graduate Headcount Enrollment by Division



Source: As reported to IPEDS, Fall Enrollment Survey (census Fall 2004 [Term D])

UNIVERSITY COLLEGE DEGREES AWARDED

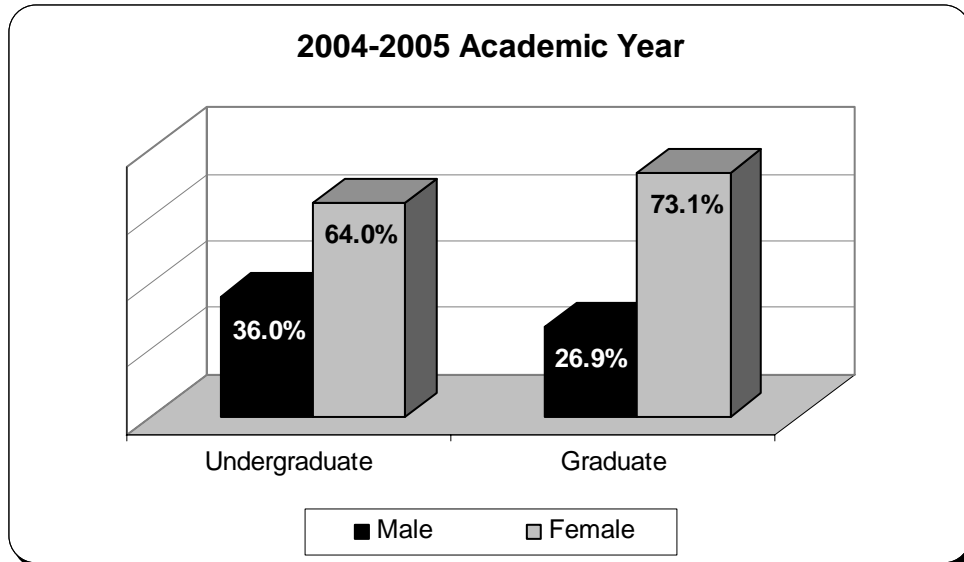
Degrees Awarded by Campus and Level

2004-2005 Academic Year			
Campus	Undergraduate	Graduate	Total
Antelope Valley	65	29	94
Bay Area	57	84	141
Coachella Valley	35	45	80
Irvine	90	32	122
Los Angeles / Manhattan Beach	35	60	95
Modesto	61	31	92
Monterey	13	17	30
Moreno Valley	28	90	118
Ontario	64	120	184
Sacramento	47	60	107
San Diego	84	66	150
Santa Maria	66	46	112
South San Joaquin Valley	84	14	98
Washington	66	88	154
Other	2	0	2

Source: Chapman's Institutional Research Office

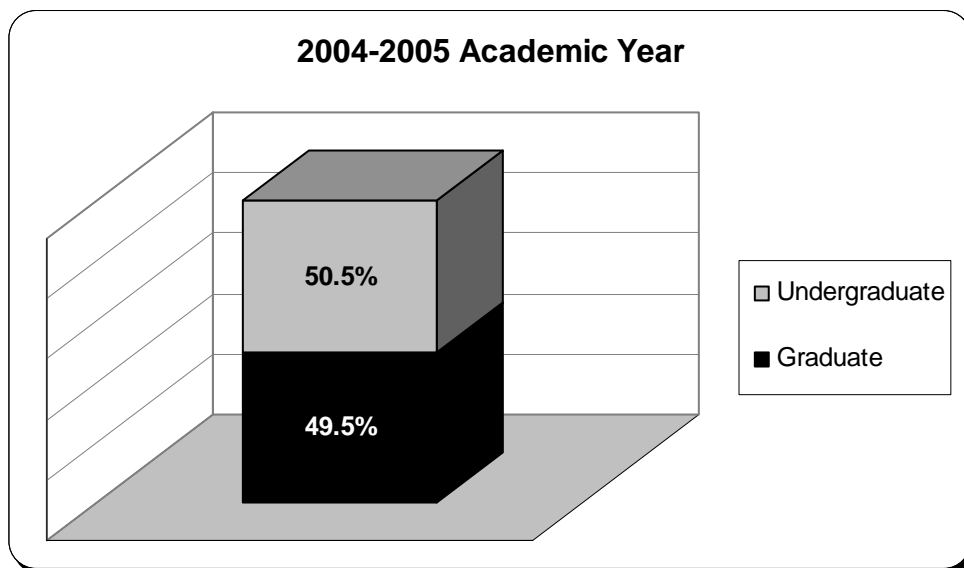
UNIVERSITY COLLEGE DEGREES AWARDED

Degrees Awarded by Level and Gender



Source: As reported to IPEDS, Completions Survey

Distribution of Degrees Awarded by Level



Source: Chapman's Institutional Research Office

UNIVERSITY COLLEGE DEGREES AWARDED

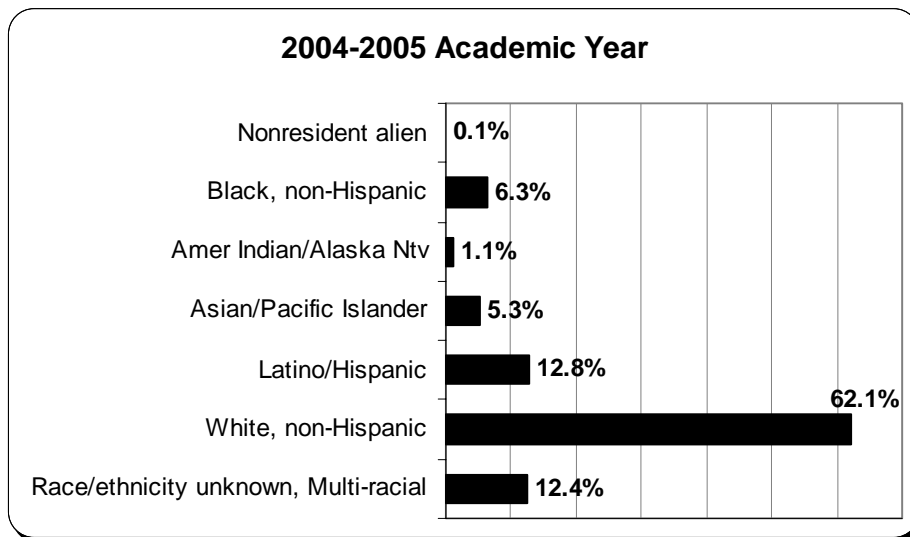
Degrees Awarded by Gender and Race/Ethnicity

		2004-2005 Academic Year		
		UG	GR	Total
Men	Nonresident alien	1	0	1
	Black, non-Hispanic	23	12	35
	American Indian/Alaska Native	6	2	8
	Asian/Pacific Islander	17	7	24
	Latino/Hispanic	39	26	65
	White, non-Hispanic	161	134	295
	Race/Ethnicity unknown	40	29	69
	Total men	287	210	497
Women	Nonresident alien	0	0	0
	Black, non-Hispanic	41	24	65
	American Indian/Alaska Native	5	5	10
	Asian/Pacific Islander	20	39	59
	Latino/Hispanic	79	58	137
	White, non-Hispanic	316	369	685
	Race/Ethnicity unknown	49	77	126
	Total women	510	572	1082
Total all students		797	782	1579

Source: Chapman's Institutional Research Office

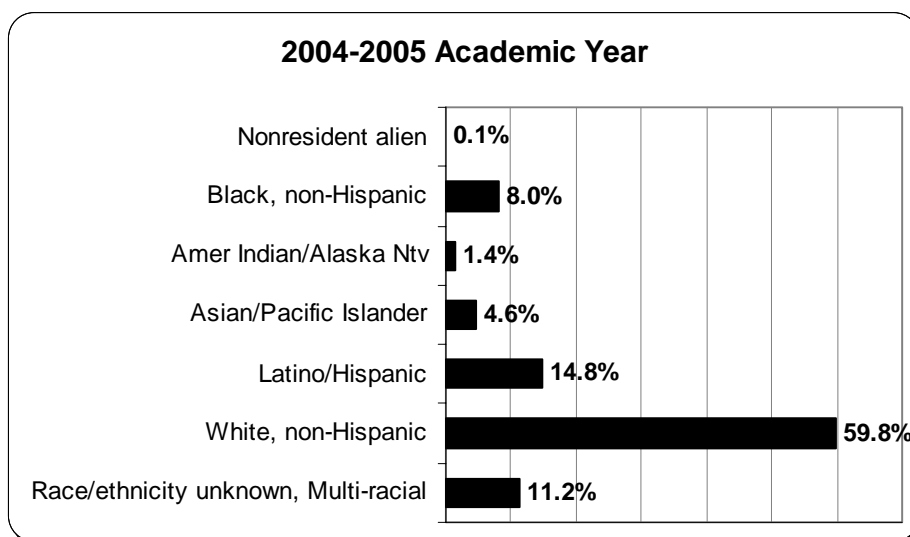
UNIVERSITY COLLEGE DEGREES AWARDED

Total Degrees Awarded by Race/Ethnicity



Source: As reported to IPEDS, Completions Survey

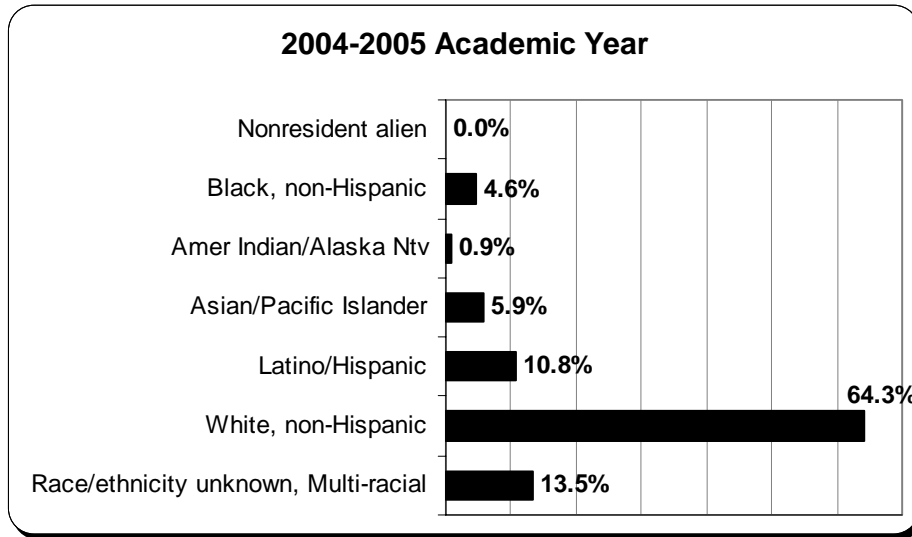
Undergraduate Degrees Awarded by Race/Ethnicity



Source: As reported to IPEDS, Completions Survey

UNIVERSITY COLLEGE DEGREES AWARDED

Graduate Degrees Awarded by Race/Ethnicity



Source: As reported to IPEDS, Completions Survey

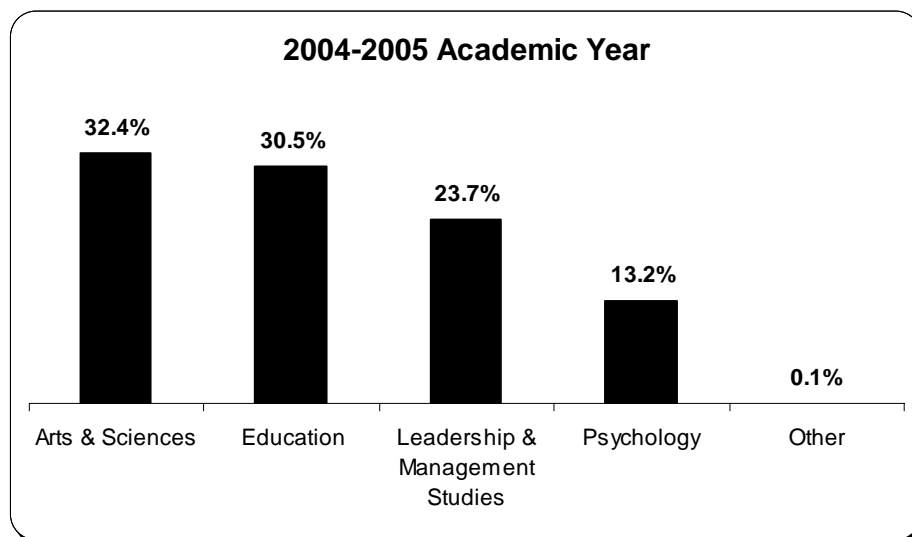
UNIVERSITY COLLEGE DEGREES AWARDED

Degrees Awarded by Level and Division

2004-2005 Academic Year			
Department	UG	GR	Total
Arts & Sciences	501	11	512
Education	0	482	482
Leadership & Management Studies	174	201	375
Psychology	121	88	209
Other	1	0	1

Source: Chapman's Institutional Research Office

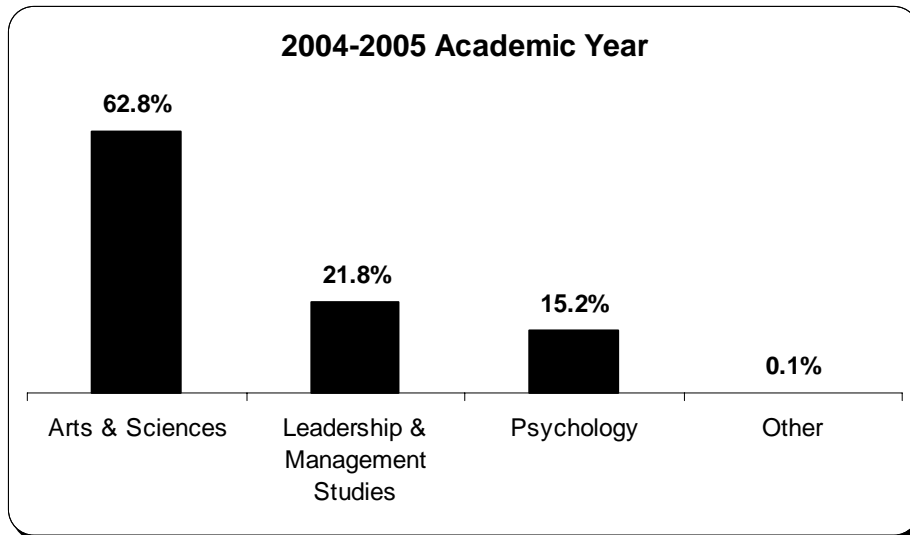
All Degrees Awarded by Division



Source: Chapman's Institutional Research Office

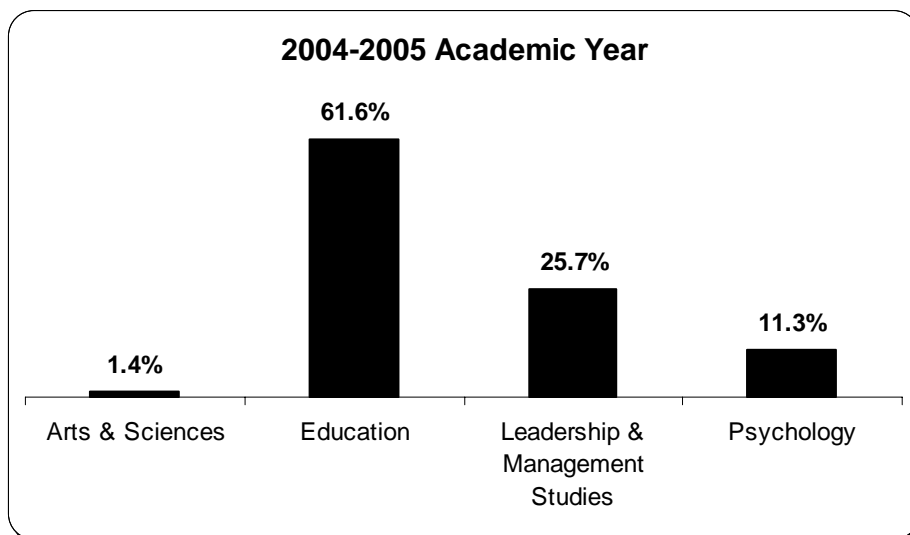
UNIVERSITY COLLEGE DEGREES AWARDED

Undergraduate Degrees Awarded by Division



Source: Chapman's Institutional Research Office

Graduate Degrees Awarded by Division



Source: Chapman's Institutional Research Office

UNIVERSITY COLLEGE DEGREES AWARDED

Undergraduate Degrees Awarded by Major

2004-2005 Academic Year	
Major	Graduates
Business Administration	1
Computer Information Systems	65
Computer Science	16
Criminal Justice	86
General Education (AA Degree)	11
Health Systems	4
Liberal Studies	18
Mathematics	8
Organizational Leadership	170
Psychology	121
Social Science	280
Sociology	17

Source: Chapman's Institutional Research Office

Graduate Degrees Awarded by Major

2004-2005 Academic Year	
Major	Graduates
Career Counseling	5
Counseling (School)	15
Criminal Justice	11
Education	305
Educational Psychology	9
Health Administration	26
Human Resources	76
Organizational Leadership	99
Psychology	82
School Psychology	9
Special Education	24
Teaching	121

Source: Chapman's Institutional Research Office

UNIVERSITY COLLEGE EDUC CREDENTIALS

Credentials Recommended

Note: Colleges and Universities in California do not directly credential students to teach. Instead, they offer courses and programs designed to meet state-mandated requirements for teacher certification and, upon a student's successful completion of the program and all state-mandated exams, recommend to the California Commission on Teacher Credentialing that a credential be granted to the student.

2004-2005 Academic Year		
Subject	Type	Count
Administrative Services	Internship	29
	Certificate of Eligibility	97
	Preliminary	75
	Professional Clear	47
	Total	248
Education Specialist	Internship	83
	Certificate of Eligibility	22
	Preliminary	126
	Professional Clear	31
	Total	262
Multiple Subject	Internship	64
	Preliminary	396
	Professional Clear	156
	Total	616
Pupil Personnel Services	Internship	2
	Professional Clear	26
	Total	28
Single Subject	Internship	93
	Preliminary	301
	Professional Clear	88
	Total	482
Total Credentials Recommended		1636

Source: Office of the Assistant Provost for Teacher Education

UNIVERSITY COLLEGE FACULTY

Full-Time Faculty by Gender and Race/Ethnicity

FALL 2004 (Term D)			
Race/Ethnicity	Male	Female	Total
Nonresident Alien	0	0	0
Black, non-Hispanic	0	3	3
American Indian/Alaska Native	0	0	0
Asian/Pacific Islander	3	0	3
Latino/Hispanic	0	0	0
White, non-Hispanic	16	22	38
Race/Ethnicity unknown, Multi-racial	0	1	1
Total	19	26	45

Source: As reported to IPEDS, Fall Staff Survey

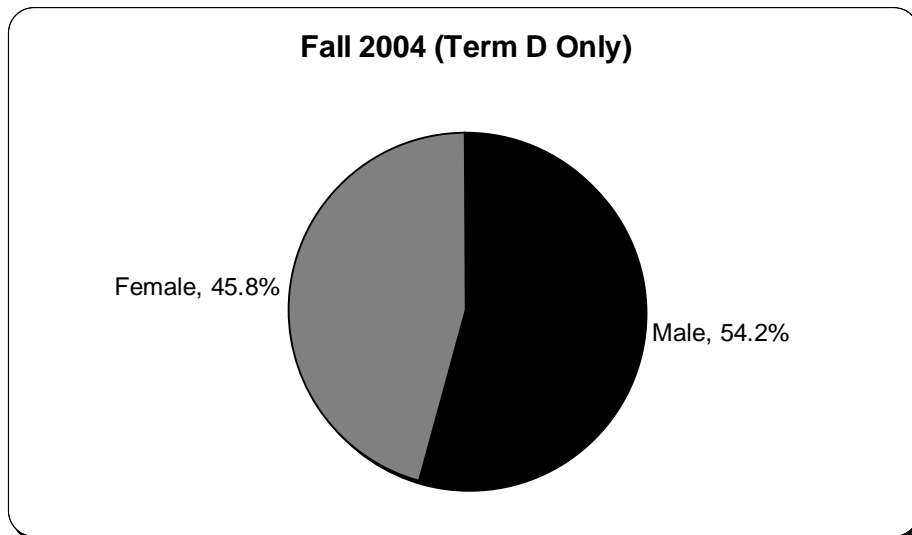
Core Faculty by Gender and Race/Ethnicity

FALL 2004 (Term D)			
Race/Ethnicity	Male	Female	Total
Nonresident Alien	0	0	0
Black, non-Hispanic	1	0	1
American Indian/Alaska Native	0	0	0
Asian/Pacific Islander	0	0	0
Latino/Hispanic	1	0	1
White, non-Hispanic	18	6	24
Race/Ethnicity unknown, Multi-racial	0	1	1
Total	20	7	27

Source: Office of the Provost

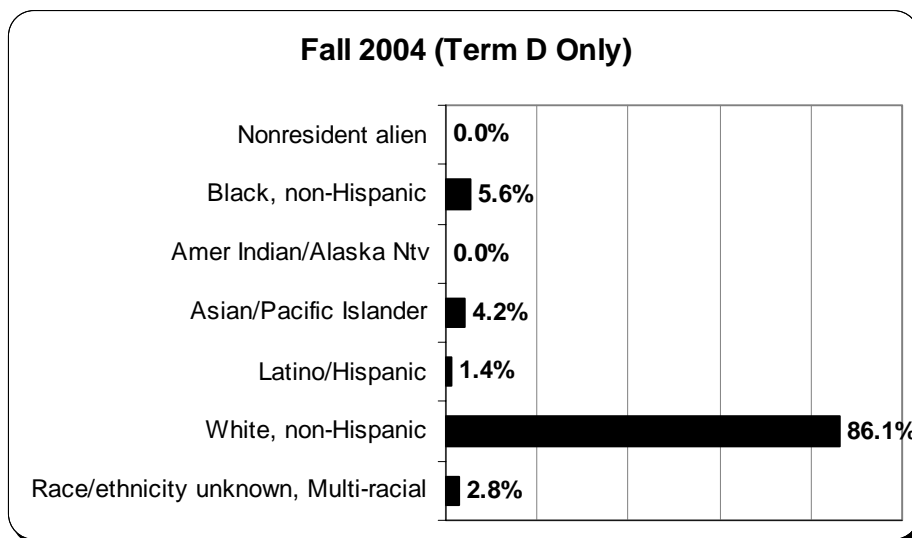
Note: Core appointments are .5 FTF positions in teaching and advising.

Full-Time and Core Faculty by Gender



Source: As reported to IPEDS, Fall Staff Survey

Full-Time and Core Faculty by Race/Ethnicity



Source: As reported to IPEDS, Fall Staff Survey

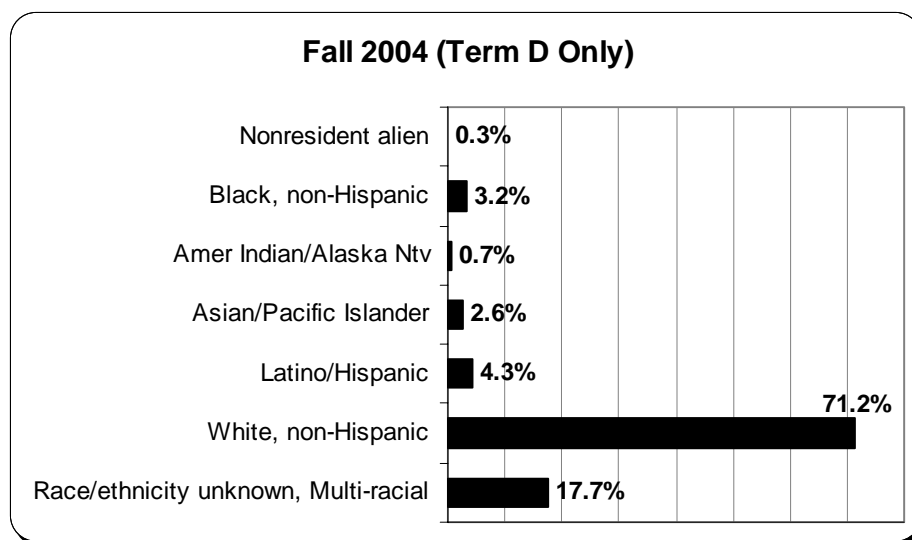
UNIVERSITY COLLEGE FACULTY

Part-Time Faculty by Gender and Race/Ethnicity

FALL 2004 (Term D)			
Race/Ethnicity	Male	Female	Total
Nonresident Alien	2	0	2
Black, non-Hispanic	10	14	24
American Indian/Alaska Native	2	3	5
Asian/Pacific Islander	15	5	20
Latino/Hispanic	21	12	33
White, non-Hispanic	288	254	542
Race/Ethnicity unknown, Multi-racial	76	59	135
Grand Total	414	347	761

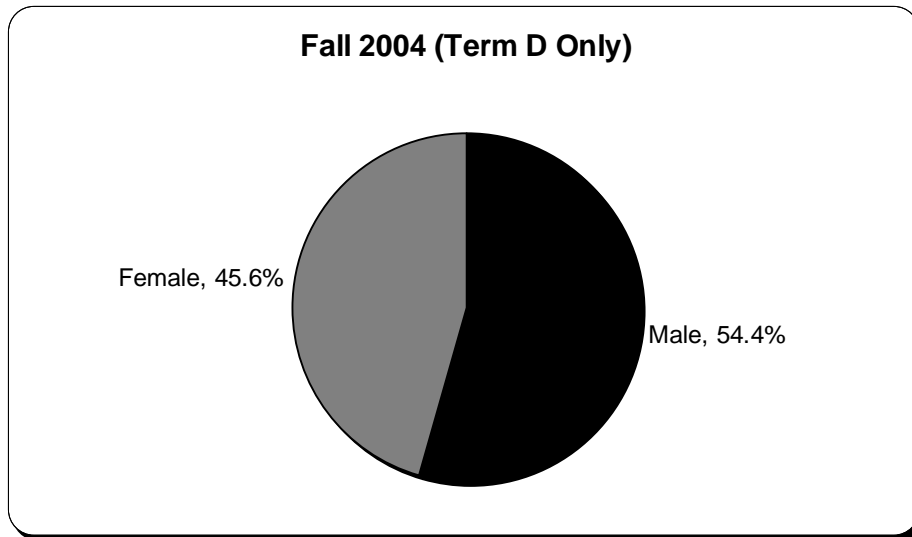
Source: As reported to IPEDS, Fall Staff Survey

Part-Time Faculty by Race/Ethnicity



Source: As reported to IPEDS, Fall Staff Survey

Part-Time Faculty by Gender



Source: As reported to IPEDS, Fall Staff Survey

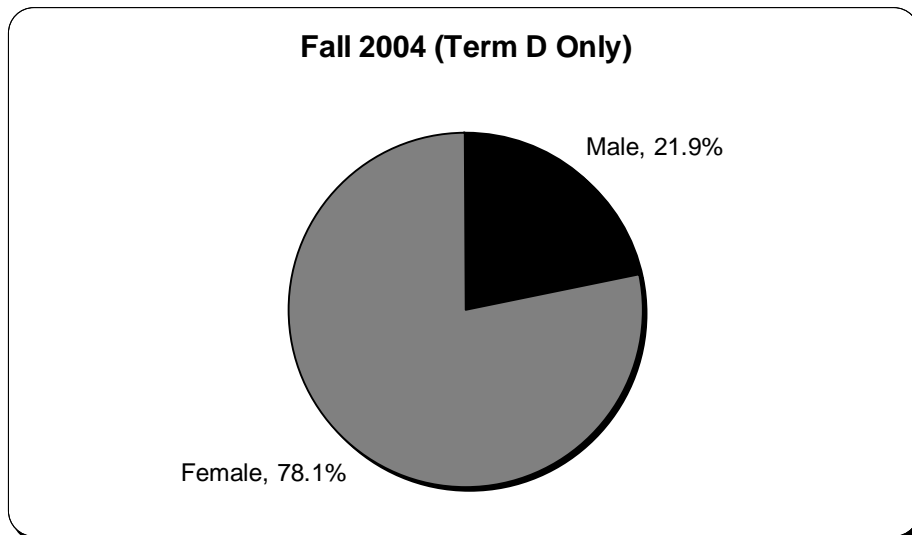
UNIVERSITY COLLEGE STAFF

Full-Time Staff by Classification, Gender, and Race/Ethnicity

		FALL 2004 (Term D Only)						
		Executive, Administrative, & Managerial	Other Professional	Technical / Paraprofessional	Clerical / Secretarial	Skilled Crafts	Service / Maintenance	Total Staff
Men	Nonresident alien	0	0	0	0	0	0	0
	Black, non-Hispanic	0	0	0	0	0	0	0
	American Indian/Alaska Native	0	0	0	0	0	0	0
	Asian/Pacific Islander	0	1	0	2	0	0	3
	Latino/Hispanic	0	1	0	2	0	0	3
	White, non-Hispanic	7	15	0	6	0	0	28
	Race/Ethnicity unknown	0	0	0	0	0	0	0
	Total men	7	17	0	10	0	0	34
Women	Nonresident alien	0	0	0	0	0	0	0
	Black, non-Hispanic	1	0	0	6	0	0	7
	American Indian/Alaska Native	0	0	0	1	0	0	1
	Asian/Pacific Islander	0	3	0	6	0	0	9
	Latino/Hispanic	1	1	0	11	0	0	13
	White, non-Hispanic	7	26	0	55	0	0	88
	Race/Ethnicity unknown	0	0	0	3	0	0	3
	Total women	9	30	0	82	0	0	121
Total all full-time staff		16	47	0	92	0	0	155

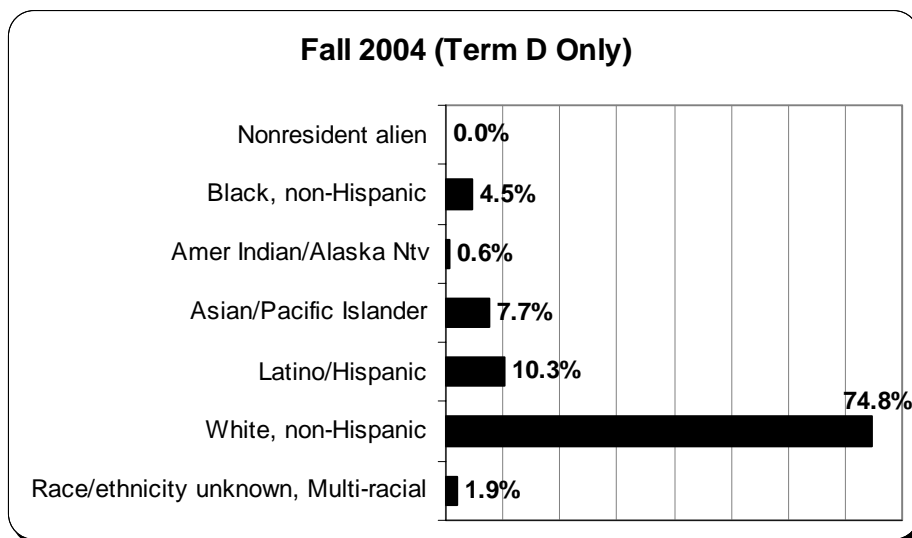
Source: As reported to IPEDS, Fall Staff Survey

Full-Time Staff by Gender



Source: As reported to IPEDS, Fall Staff Survey

Full-Time Staff by Race/Ethnicity



Source: As reported to IPEDS, Fall Staff Survey

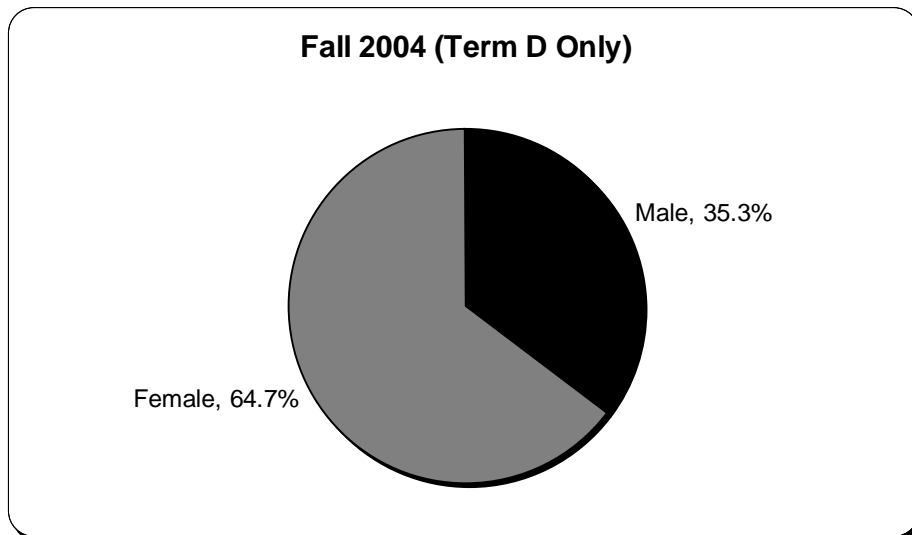
UNIVERSITY COLLEGE STAFF

Part-Time Staff by Classification, Gender, and Race/Ethnicity

		FALL 2004 (Term D Only)						
		Executive, Administrative, & Managerial	Other Professional	Technical / Paraprofessional	Clerical / Secretarial	Skilled Crafts	Service / Maintenance	Total Staff
Men	Nonresident alien	0	0	0	0	0	0	0
	Black, non-Hispanic	0	0	0	1	0	0	1
	American Indian/Alaska Native	0	0	0	0	0	1	1
	Asian/Pacific Islander	0	0	0	0	0	0	0
	Latino/Hispanic	0	1	0	0	0	0	1
	White, non-Hispanic	0	5	0	3	0	0	8
	Race/Ethnicity unknown	0	0	0	1	0	0	1
	Total men	0	6	0	5	0	1	12
Women	Nonresident alien	0	0	0	0	0	0	0
	Black, non-Hispanic	0	0	0	0	0	0	0
	American Indian/Alaska Native	0	0	0	0	0	0	0
	Asian/Pacific Islander	0	0	0	0	0	0	0
	Latino/Hispanic	0	0	0	3	0	0	3
	White, non-Hispanic	0	7	0	11	0	0	18
	Race/Ethnicity unknown	0	0	0	1	0	0	1
	Total women	0	7	0	15	0	0	22
Total all part-time staff		0	13	0	20	0	1	34

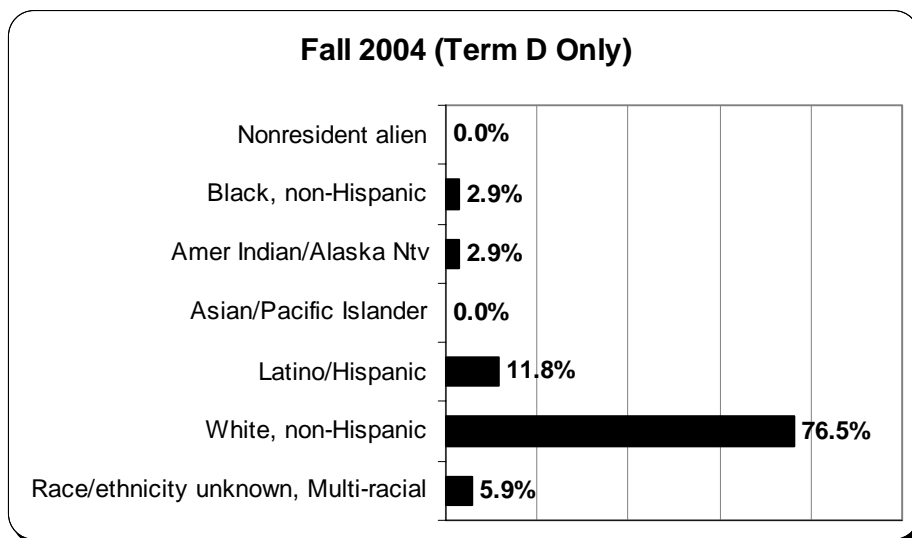
Source: As reported to IPEDS, Fall Staff Survey

Part-Time Staff by Gender



Source: As reported to IPEDS, Fall Staff Survey

Part-Time Staff by Race/Ethnicity

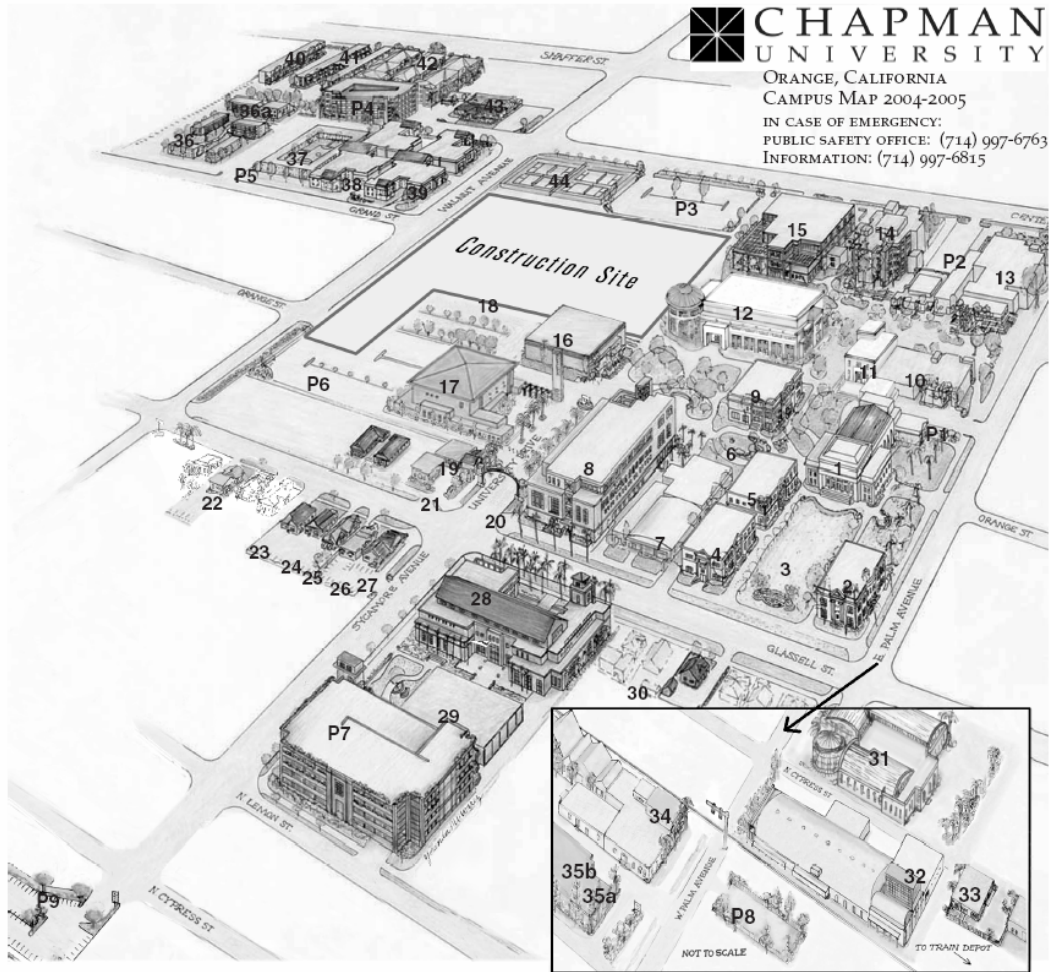


Source: As reported to IPEDS, Fall Staff Survey

Maps and Contact Information

MAPS & CONTACT INFORMATION

Orange Campus Map



Academic and Administration

Alumni & Parent Relations (24)
 Argyros Forum (15)
 Admission
 Student Life
 Calendaring
 Lyon Conference Center
 Herley Galleria
 Hutton Williams Colonnade
 Dining Room
 Servery
 Restaurant Services
 Athletics (19) & 38
 Beckman Hall (8)
 Administrative Computing
 Argyros School of Business and Economics
 Department of Computer Science and Mathematics
 Bertha Hall (10)
 School of Music
 Salmon Recital Hall
 Bhaflal Student Services Building (29)
 Registrar's Office, Financial Aid, Bookstore, Business Office

Chapman Stadium (under construction) (18)
 Children's Center (43)
 Cortese Elder Law Center (22)
 DeMille Hall (7)
 Dodge College of Film and Media Arts
 Fish Interfaith Center (17)
 Church Relations
 Dean of the Chapel
 Wallace All Faiths Chapel
 Wilkinson Founders Chapel
 Hashinger Science Center (14)
 Irvine Lecture Hall
 Sciences Departments
 Human Resources (23 & 24)
 Hutton Sports Center (16)
 Argyros Fitness Center
 Information Systems and Technology (35b)
 International Student Center (26)
 Kennedy Field (45)
 Kennedy Hall (28)
 School of Law
 Rinker Law Library

Knott Studios (Future Site) (31)
 Dodge College of Film and Media Arts
 Knott Studios Warehouse (32)
 Leatherby Libraries (12)
 Liberty Plaza (6)
 Berlin Wall
 Memorial Hall (1)
 Administration
 Chapman Auditorium
 Moulton Center (13)
 School of Communication Arts
 Department of Art
 Department of Communication Studies
 Department of Theatre and Dance
 Guggenheim Gallery
 Walmar Theatre
 Oliphant Hall (11)
 Crean Recital Hall
 School of Music
 Partridge Dance Center (33)
 Public Safety (21)
 Publications (30)

Reeves Hall (4)
 University College
 School of Education
 Roosevelt Hall (5)
 Center for Academic Success
 Department of Languages
 Social Sciences Departments
 Writing Center
 Schmid Gate (20)
 Smith Hall (2)
 Department of Psychology
 Student Psychological Counseling Services
 Student Health Services (27)
 Inside Track
 Tennis Courts (44)
 Theatre Warehouse (34)
 Facilities Management & Campus Planning/University Services (35a)
 Wilkinson Hall (9)
 Provost
 Department of English and Comparative Literature
 Department of Philosophy
 Department of Religion
 Williams Mall (3)

Residence Life

Braden Hall (37)
 Davis Apartments/Davis Center (36 & 36a)
 Harris Apartments (40)
 Henley Hall (38)
 Mortan Hall (41)
 Pralle-Sodaro Hall (39)
 Residence House (42)
Parking
 Argyros Forum Lot (P3)
 Braden Hall Lot (P5)
 Hashinger Hall Lot (P2)
 Miller Parking Structure (P4)
 (Center St. and Walnut Ave.)
 Memorial Hall Lot (P1)
 Orange Street Lot (P7)
 Palm Ave. Lot (P9)
 Parking Structure (P8)
 (Lemon St. and Sycamore Ave.)
 Stadium Lot (P6)
 Sycamore Ave. Lot (P10)

Orange Campus Contact Information

Chapman University
One University Dr.
Orange, CA 92866

Campus Operator: (714) 997-6815

Admission Office: 1-888-CU-APPLY
(714) 997-6711

Athletics: (714) 997-6691

Church Relations: (714) 997-6760

Office of the President: (714) 997-6611

Office of the Provost: (714) 997-6826

Public Relations: (714) 997-6607

University Advancement Office: (714) 997-6955

University College Campuses



University College Contact Information

Antelope Valley Campus

Antelope Valley
40015 Sierra Hwy, Ste. B-160
Palmdale, CA 93550
Phone: (661) 267-2001
Fax: (661) 267-6259
e-mail: av@chapman.edu
Hours: M-F 9-6

Edwards AFB
140 Methusa Ave. 95
MSS/DPEE
Edwards AFB, CA 93524-1400
Phone: (661) 258-5251
Fax: (661) 258-5244
e-mail: edw@chapman.edu
Hours: M-Th 9-8, F 9-3

Bay Area Campus

Concord
2600 Stanwell Dr, Ste. 110
Concord, CA 94520
Phone: (925) 680-1407
Fax: (925) 680-7186
e-mail: concord@chapman.edu
Hours: M-Th 8:30-5:30, F 8:30-5

Fairfield
4820 Business Center Dr, Ste. 100
Fairfield, CA 94534
Phone: (707) 863-0990
Fax: (707) 864-3157
e-mail: fa@chapman.edu
Hours: M-Th 8:30-5:30, F 8:30-5

Travis

530 Hickam Ave
Bldg 246, Suite 10
Travis AFB, CA 94535-9750
Phone: (707) 437-3327
Fax: (707) 437-5823
e-mail: travis@chapman.edu
Hours: M-Th 8:30-5:30, F 8:30-5

The Coachella Valley Betty Hutton Williams Campus

Coachella Valley
42-600 Cook St, Ste. 134
Palm Desert, CA 92211
Phone: (760) 341-8051
Fax: (760) 346-4628
e-mail: cov@chapman.edu
Hours: M-Th 9-6, F 9-3

Twentynine Palms

P.O. Box 6014, MAGTFTC
Twenty-Nine Palms, CA 92278
Phone: (760) 830-6681
Fax: (760) 830-8788
e-mail: tnp@chapman.edu
Hours: M-Th 8-6, F 8-5

Irvine Campus

Irvine
7545 Irvine Center Dr, Ste. 150
Irvine, CA 92618
Phone: (949) 753-4774
Fax: (949) 753-7875
e-mail: irvine@chapman.edu
Hours: M-F 9-6

MAPS & CONTACT INFORMATION

Los Angeles / Manhattan Beach

Campus

Los Angeles / Manhattan Beach

1500 Rosecrans Ave, 2nd Floor

Manhattan Beach, CA 90266

Phone: (310) 725-5080

Fax: (310) 725-5094

e-mail: la@chapman.edu

Hours: M-Th 9-6, F 9-3

Modesto Campus

Modesto

5222 Pirrone Ct.

Salida, CA 95368

Phone: (209) 545-1234

Fax: (209) 545-0596

e-mail: mod@chapman.edu

M-Th 8:30-5:30, F 9-4:30

Monterey Campus

Monterey

99 Pacific St, Ste. 375-B

Monterey, CA 93940

Phone: (831) 373-0945

Fax: (831)648-1326

e-mail: mon@chapman.edu

Hours: M-Th 9-6:30, F 9-12

Moreno Valley Campus

Moreno Valley

22620 Goldencrest Dr, Ste. 105

Moreno Valley, CA 92553

Phone: (909) 697-0111

Fax: (909) 653-5891

e-mail: mv@chapman.edu

Hours: M-Th 8:30-6, F 8:30-12

Ontario Campus

Ontario

2890 Inland Empire Blvd, Ste. 110

Ontario, CA 91764

Phone: (909) 481-1804

Fax: (909) 481-9510

e-mail: ont@chapman.edu

M-Th 9-6, F 9-3

Victor Valley

12421 Hesperia Rd, Ste. C-6

Victorville, CA 92392

Phone: (760) 955-7555

Fax: (760) 955-7444

e-mail: vv@chapman.edu

Hours: M-Th 9-6, F 9-5

Sacramento Campus

Diamond Springs

694 Pleasant Valley Rd, Ste. 7

Diamond Springs, CA 95619

Phone: (530) 621-1708

Fax: (530) 621-0117

e-mail: ds@chapman.edu

Hours: M-Th 9-6

Roseville

3001 Lava Ridge Ct., Ste. 250

Roseville, CA 95661

Phone: (916) 782-3060

Fax: (916) 782-5080

e-mail: sac@chapman.edu

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Yuba City

1275 Tharp Rd, Ste. B

Yuba City, CA 95993

Phone: (530) 674-2758

Fax: (530) 674-2953

e-mail: yc@chapman.edu

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MAPS & CONTACT INFORMATION

San Diego Campus

San Diego

7460 Mission Valley Rd.
San Diego, CA 92108
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Fax: (619) 296-8690
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Santa Maria Campus

Santa Maria

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Santa Maria, CA 93454
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Fax: (805) 938-0104
e-mail: sm@chapman.edu
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Vandenberg AFB *(closed as of Term C 2005)*

P.O. Box 5818
Vandenberg AFB, CA 93437
Phone: (805) 734-3310
Fax: (805) 734-8825
e-mail: van@chapman.edu
Hours: M-Th 8-5:30, F 9-12

South San Joaquin Valley Campus

Hanford

530 Kings County Rd, Ste. 102
Hanford, CA 93230
Phone: (559) 587-1454
Fax: (559) 587-1604
e-mail: parsons@chapman.edu
Hours: M-Th 9:30-6, F 8-2:30

Lemoore NAS

P.O. Box 1220
NAS Lemoore, CA 93245
Phone: (559) 998-6891
Fax: (559) 998-6894
e-mail: parsons@chapman.edu
Hours: M-Th 9:30-6, F 8-2:30

Visalia

1821 Meadow Ln, Ste. C
Visalia, CA 93277
Phone: (559) 625-4436
Fax: (559) 625-0254
e-mail: parsons@chapman.edu
Hours: M-Th 9-6, F 8-2:30

Washington Campus

Bangor

P.O. Box 2120
Silverdale, WA 98383-2120
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Fax: (360) 779-1011
e-mail: lcook@chapman.edu
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Ft. Lewis

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Ft. Lewis, WA 98433-1103
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Fax: (253) 912-1478
e-mail: flewis@chapman.edu
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McChord AFB

P.O. Box 4039
McChord AFB, WA 98438
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Whidbey Island NAS

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e-mail: wi@chapman.edu
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