



# PALMER

College of Chiropractic

*The Trusted Leader in Chiropractic Education®*



**2025-2026**

# CATALOG

# PALMER COLLEGE OF CHIROPRACTIC CATALOG 2025-2026\*

**Palmer College Foundation doing business  
as Palmer College of Chiropractic**

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Palmer College of Chiropractic reserves the right, without notice, to modify its requirements for admission or graduation; to change the arrangements or content of its courses and the instructional materials used, or to alter any regulation affecting the student body; to refuse admission or readmission to any student at any time, or to dismiss any student at any time, should it be in the interest of the College, or of the student, to do so. The College also reserves the same right as to any other material in this catalog.

This version of the catalog for Palmer College of Chiropractic can be found on our website: [www.palmer.edu](http://www.palmer.edu).

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As changes occur, the most up-to-date information can be found on our website: [www.palmer.edu](http://www.palmer.edu)

*Throughout this Catalog as a matter of convenience and consistency, the above corporate and tradenames will be more generally referred to as Palmer College of Chiropractic, Palmer College or the College unless denoting a particular Campus.*

# TABLE OF CONTENTS

PALMER COLLEGE OF CHIROPRACTIC CATALOG 2025-2026.....	1
TABLE OF CONTENTS.....	2
WELCOME.....	7
GENERAL INFORMATION.....	8
CHIROPRACTIC.....	8
IDENTITY STATEMENT.....	8
CHIROPRACTIC PILLARS.....	8
MISSION.....	8
VISION.....	8
VALUES.....	8
PHILOSOPHY STATEMENT.....	9
PRACTICE PARADIGM.....	9
THE PALMER EDUCATIONAL PRINCIPLES.....	9
THE FIVE STRATEGIC DIRECTIONS OF THE COLLEGE.....	10
INSTITUTIONAL POLICIES.....	11
ACCREDITATION/LICENSURE.....	11
APPROVALS.....	11
COLLEGE FINANCIAL INFORMATION.....	11
DISCLAIMERS, DISCLOSURES AND ACKNOWLEDGMENTS.....	12
NO GUARANTEE OF LICENSURE.....	12
INSTITUTIONAL INFORMATION DISCLOSURE.....	12
STATE COMPLAINT PROCESS POLICY.....	12
STUDENT COMPLAINT RESOLUTION PROCESS.....	12
CONSUMER INFORMATION.....	13
INFORMATIONAL PURPOSES.....	13
NO LEGAL ADVICE INTENDED.....	13
COMPLIANCE WITH COLLEGE REGULATIONS.....	13
COMPLIANCE WITH LAWS.....	13
LEGAL IMMIGRATION STATUS.....	13
LINKS TO NON-PALMER WEBSITES.....	14
STATE AUTHORIZATION FOR OUT-OF-STATE PRECEPTORSHIPS/FIELD TRAINING AND OTHER OPERATIONS.....	14
NOTICE OF NONDISCRIMINATION.....	15
REPORTING DISCRIMINATION OR HARASSMENT.....	15
REPORTING SEX DISCRIMINATION, SEXUAL HARASSMENT, SEXUAL VIOLENCE OR ANY OTHER SEXUAL MISCONDUCT.....	15
HISTORY OF PALMER COLLEGE OF CHIROPRACTIC.....	16
STUDENT AFFAIRS.....	18
CAMPUS STORES.....	18
EXTRACURRICULAR ACTIVITIES.....	18
PALMER ALERT NOTIFICATION SYSTEM.....	18
PALMER CENTER FOR BUSINESS DEVELOPMENT.....	18
STUDENT ACADEMIC SUPPORT SERVICES.....	18
STUDENT DISABILITY SUPPORT CENTER.....	19
STUDENT HANDBOOK.....	20
STUDENT HEALTH.....	20
STUDENT ORIENTATION.....	20
STUDENT PORTALS.....	20
STUDENT SERVICES.....	20
WIRELESS COMPUTER ACCESS.....	20

ABOUT PALMER .....	21
THE CAMPUSES.....	21
CAMPUS VISITS .....	21
RESEARCH .....	21
FACILITIES.....	22
CLINICS .....	22
LIBRARIES .....	22
CENTER FOR TEACHING AND LEARNING.....	22
MUSEUM AND OSTEOLOGICAL COLLECTIONS.....	23
HOUSING.....	23
PALMER FLORIDA CAMPUS.....	23
MAPS .....	24
MAIN CAMPUS AREA MAP .....	24
FLORIDA CAMPUS AREA MAP .....	24
TRIMESTER ACADEMIC CALENDAR - MAIN CAMPUS AND FLORIDA CAMPUS .....	25
QUARTER ACADEMIC CALENDAR - FLORIDA CAMPUS.....	27
ACADEMIC PROGRAMS.....	28
DOCTOR OF CHIROPRACTIC DEGREE PROGRAM MISSION STATEMENT .....	28
DOCTOR OF CHIROPRACTIC DEGREE PROGRAM.....	28
SELECTION OF CANDIDATES .....	28
LICENSURE REQUIREMENTS .....	28
TECHNICAL, ACADEMIC, AND PROFESSIONAL STANDARDS .....	29
JOB CLASSIFICATION CODE.....	30
NATIONAL BOARD EXAMINATIONS.....	30
NBCE PASS RATES .....	30
CHIROPRACTIC DEGREE REQUIREMENTS.....	30
CLINIC CAPSTONE PROGRAMS.....	30
ADDITIONAL ACADEMIC DEGREE.....	31
TUITION AND FEES.....	32
TUITION DELINQUENCY AND DEFERMENT .....	32
STUDENT BILLING ACCOUNTS.....	33
FINANCIAL AID.....	33
TUITION REFUNDS.....	34
POST-WITHDRAWAL DISBURSEMENTS.....	35
WITHDRAWALS.....	35
UNOFFICIAL WITHDRAWALS .....	36
DROPPING COURSES REFUND POLICY .....	36
TITLE IV DEFAULT RATES.....	36
TUITION AND FEES.....	36
ESTIMATED COST OF BOOKS AND EQUIPMENT PER ACADEMIC TERM.....	38
CHECKS.....	38
LIBRARY FINES.....	38
FINES AND CHARGES.....	38
FINANCIAL AID/SCHOLARSHIPS .....	39
FEDERAL FINANCIAL AID.....	39
FEDERAL FINANCIAL AID PROGRAMS - UNDERGRADUATE STUDENTS ONLY.....	41
SATISFACTORY ACADEMIC PROGRESS (SAP).....	42
SATISFACTORY ACADEMIC PROGRESS ELIGIBILITY CRITERIA.....	42
ACADEMIC STANDING .....	42
TREATMENT OF COURSE WITHDRAWALS, INCOMPLETES, REPEATED COURSES AND ELECTIVES .....	42
SATISFACTORY ACADEMIC PROGRESS STATUSES.....	43
SATISFACTORY ACADEMIC PROGRESS APPEALS.....	43
SPECIAL CIRCUMSTANCES.....	43
NOTIFICATION.....	44

STUDENTS' FINANCIAL AID/SCHOLARSHIP RESPONSIBILITIES .....	44
EMPLOYMENT .....	44
TRANSFER STUDENTS .....	44
VETERANS BENEFITS.....	44
VETERANS REFUND POLICY .....	44
DOCTOR OF CHIROPRACTIC DEGREE ADMISSION REQUIREMENTS .....	45
FOR PROSPECTIVE STUDENTS WITH AN UNDERGRADUATE DEGREE .....	45
FOR PROSPECTIVE STUDENTS CURRENTLY PURSUING OR PLANNING AN UNDERGRADUATE EDUCATION.....	45
CREDIT BY EXAMINATIONS.....	45
MILITARY CREDIT.....	45
ARTICULATION AGREEMENTS .....	46
3 + 1 PROGRAM .....	46
B.S. AGREEMENT .....	46
PREREQUISITE EDUCATION .....	46
TECHNICAL, ACADEMIC AND PROFESSIONAL STANDARDS .....	46
APPLICATION PROCEDURES .....	47
ADMISSION PROCEDURES .....	48
ACCEPTANCE LEVELS.....	48
INTERNATIONAL STUDENTS .....	49
TRANSFER STUDENTS .....	50
DOMESTIC TRANSFERS.....	50
INTERNATIONAL TRANSFERS .....	50
ADVANCED STANDING.....	50
TRANSFER STUDENT AND ADVANCED STANDING CRITERIA .....	50
TRANSFERRING BETWEEN PALMER CAMPUSES.....	51
TRANSFERABILITY OF CREDITS.....	51
UNDERGRADUATE STUDIES PROGRAMS.....	51
ACADEMIC POLICIES .....	52
PREREGISTRATION.....	52
GRADING SYSTEM.....	52
COURSE REMEDIATION.....	53
RESTRICTIONS.....	53
CREDIT BY EXAMINATION.....	53
GRADE CHANGES.....	54
GRADE POINT AVERAGE .....	54
GRADE REPORTS .....	54
ADD/DROP COURSES.....	54
DEFINITION OF A CREDIT HOUR.....	54
COURSE PREREQUISITES AND MAINTENANCE.....	54
ACADEMIC PROGRESS .....	55
ACADEMIC CREDIT LOAD .....	55
LENGTH OF TIME ALLOWED TO COMPLETE ACADEMIC COURSE OF STUDY.....	55
ACADEMIC STANDING .....	55
ACADEMIC WARNING .....	55
ACADEMIC PROBATION.....	56
RESTRICTED COURSE LOAD.....	56
ACADEMIC MANAGEMENT.....	56
ACADEMIC SUSPENSION .....	56
ACADEMIC DISMISSAL.....	56
COURSE AUDIT .....	56
NON-DEGREE STUDENTS .....	57
CLINIC PROCEDURES .....	57
CLINICAL COMPETENCY ASSESSMENTS.....	57

COURSE CANCELLATION POLICY .....	57
PROGRAM CANCELLATION.....	57
ATTENDANCE .....	57
MILITARY ACTIVE-DUTY NOTIFICATION.....	58
WITHDRAWAL FROM THE COLLEGE .....	59
RE-ADMISSION .....	59
EXAMINATION STATEMENT/GUIDELINES.....	60
EXAMINATION SCHEDULE CONFLICTS .....	60
ACADEMIC INTEGRITY .....	60
POSTING OF ACADEMIC PERFORMANCE INFORMATION—FERPA .....	60
COLLEGE HONORS .....	61
GRADUATION .....	61
GRADUATION REQUIREMENTS.....	61
GRADUATION HONORS .....	62
ACADEMIC EXCELLENCE AWARD.....	62
ADDITIONAL GRADUATION HONORS.....	62
DIPLOMA PRESENTATION.....	63
DOCTOR OF CHIROPRACTIC DEGREE CORE CURRICULUM .....	64
COMPETENCIES AND SKILLS FOR THE CHIROPRACTIC GRADUATE.....	64
THE PALMER CHIROPRACTIC ABILITIES .....	64
TRIMESTER CURRICULUM DAVENPORT AND FLORIDA CAMPUSES .....	66
COURSE DESCRIPTIONS .....	70
QUARTER CURRICULUM - FLORIDA CAMPUS.....	81
COURSE DESCRIPTIONS .....	85
STUDENT CODE OF ETHICS .....	100
PREAMBLE.....	100
PURPOSE .....	100
RESERVATION OF RIGHTS REGARDING THIS CODE.....	100
JURISDICTION OF THE STUDENT CODE OF ETHICS.....	100
NON-COMPLIANCE.....	100
ADDITIONAL CONSEQUENCES FOR NON-COMPLIANCE .....	100
INTERNAL ADMINISTRATIVE PROCESS.....	101
WHEN PROCEEDINGS MAY OCCUR.....	101
COOPERATION WITH LAW ENFORCEMENT.....	101
LEGAL DETERMINATIONS .....	101
SPECIAL CONSIDERATIONS FOR CHARGES OF VIOLATION OF LAW.....	101
INQUIRIES .....	102
ENTERING THE PROFESSION .....	103
PALMER CAREERNETWORK .....	103
EMPLOYMENT PROSPECTS.....	103
CONTINUING EDUCATION.....	103
ALUMNI NETWORK.....	103
ADVANCEMENT OFFICE.....	103
PROFESSIONAL ORGANIZATIONS.....	104
TRANSCRIPT OF RECORD.....	104
BOARD OF TRUSTEES .....	105
ADMINISTRATION.....	106
COLLEGE ADMINISTRATION.....	106
COLLEGE MANAGEMENT.....	106
MAIN CAMPUS ADMINISTRATION .....	107
FLORIDA CAMPUS ADMINISTRATION.....	108
MAIN CAMPUS FACULTY .....	109
FLORIDA CAMPUS FACULTY .....	113

UNDERGRADUATE STUDIES - MAIN CAMPUS..... 117  
DEGREES AND CERTIFICATION ..... 117  
PAYMENT OF ACCOUNTS..... 117  
FINANCIAL ASSISTANCE..... 117  
ACADEMIC POLICIES ..... 117  
BACHELOR OF SCIENCE DEGREE PROGRAM..... 117  
COURSE DESCRIPTIONS ..... 121  
PUBLIC INFORMATION ..... 125  
CONTACT INFORMATION..... 125  
INDEX..... 126



# WELCOME

Welcome to Palmer College of Chiropractic, *The Trusted Leader in Chiropractic Education*®.

As you read through this catalog, you'll discover a great deal about the founding institution of chiropractic, our campuses and the exciting career that awaits you as a future Palmer graduate.

Whether you plan to attend our campus in Davenport, Iowa or Port Orange, Fla.; Palmer College is proud to offer learning opportunities that are challenging, interactive and delivered by faculty who are among the best in the profession.

The College clinic system delivers approximately 130,000 patient visits every year, and Palmer is home to the largest chiropractic research center in the U.S. and the profession's most extensive chiropractic library. Whichever campus you select, you'll have access to some of the most advanced technology in classrooms and health centers.

Additionally, the Palmer Center for Business Development offers free learning modules, online resources and a professional network dedicated to promoting business skills and entrepreneurship among our students and alumni.

All of this adds up to greater access to information and more opportunities for skill development, which give Palmer graduates greater opportunities for success in the profession.

When you graduate, you'll join a distinguished group of more than 30,000 practicing Palmer alumni, who comprise more than one-third of all Doctor of Chiropractic in the United States. Our Continuing Education program provides chiropractors the opportunity for continued growth in contemporary clinical practices. We're pleased to educate the next generation of chiropractic leaders who will build the health communities of tomorrow.

We invite you to visit one of our campuses to talk with our faculty, staff and students. To schedule a campus tour or obtain more information about any aspect of the College's educational programs, please visit [www.palmer.edu/campusvisit](http://www.palmer.edu/campusvisit), call our toll-free number: 800-722-3648, or email [admissions.ia@palmer.edu](mailto:admissions.ia@palmer.edu). We look forward to seeing you at Palmer College of Chiropractic.



# GENERAL INFORMATION

## CHIROPRACTIC

The chiropractic profession was founded in 1895 by D.D. Palmer. In 1897, the Palmer School of Chiropractic, which would later become Palmer College of Chiropractic, was started.

Chiropractic is a health care profession that focuses on the spine and other joints of the body, their connection to the nervous system, and overall patient health. Doctors of Chiropractic are primary care doctors who specialize in spinal health and well-being, maximizing patient function through conservative care.

The chiropractic student, during five rigorous academic years of study, normally completed in three-and-one-third calendar years, is trained to know all structures and functions of the human body and to recognize the interrelationship of all parts.

Chiropractic education centers on the concept of health, not disease. Chiropractors provide a highly appealing primary health care approach because they don't perform surgery or prescribe medicine.

Chiropractic is increasingly sought as the public's demand for health maintenance grows.

Upon receiving the Doctor of Chiropractic Degree, most graduates enter private practice. Others may elect to become an associate of an established chiropractor or other integrative, multi-disciplinary practice or work within the military, while some may decide to enter chiropractic education in a teaching, research or administrative capacity. No matter the choice, the individual is a participant in and contributor to the world's health care delivery system. An estimated 50 million Americans see a chiropractor each year, according to a Gallup study.

The College has developed and refined its guiding documents over the years, which provide the institution with principles to guide its actions as well as set high standards for excellence and achievement. These documents are approved by the Board of Trustees and are thoughtfully updated as circumstances require.

## IDENTITY STATEMENT

The primary care professional for spinal health and well-being.

## CHIROPRACTIC PILLARS

Doctors of Chiropractic:

- Integrate evidence, clinical experience, and patient values and preferences
- Deliver expert chiropractic adjustments, manipulation and other manual care
- Embody a tradition of caring, effectiveness and patient satisfaction
- Collaborate and coordinate care with other health professionals
- Enhance patient quality of life and performance
- Promote vitality, wellness and patient empowerment
- Improve quality of life without drugs or surgery
- Offer readily accessible care

## MISSION

The mission of Palmer College of Chiropractic is to promote learning, deliver health care, engage our communities and advance knowledge through research.

## VISION

Palmer College of Chiropractic strives to be  
*The Trusted Leader in Chiropractic Education.*®

## VALUES

The Values of the Palmer College Community include:

- Academic excellence
- Business acumen
- Clinical Excellence
- Collaboration
- Communication
- Community health
- Critical thinking
- Diversity
- Evidence-based chiropractic practice
- Heritage and tradition
- Justice, ethics and integrity
- Life-long learning
- Student Success

## PHILOSOPHY STATEMENT

Chiropractic is a science, art and philosophy. The philosophy of chiropractic is built upon the constructs of vitalism, holism, conservatism, naturalism and rationalism. It provides context for the application of science and art.

Health is a state of optimal physical, emotional and social well-being. Central to the philosophy of chiropractic is the principle that life is intelligent. This innate intelligence strives to maintain a state of health through adaptation mechanisms. The nervous system is recognized as an avenue for these self-regulating processes. Interference with neurological function can impede these mechanisms, disrupt homeostatic balance and adversely impact health. Chiropractic posits that subluxation of the spinal column and other articulations can affect nervous system function and the expression of health, which may result in symptoms, infirmity and disease. The understanding of the subluxation complex continues to progress from D.D. Palmer's early writings about misalignment of vertebrae and other articulating structures to include additional anatomical, physiological, biomechanical, chemical and biopsychosocial factors.

## PRACTICE PARADIGM

Chiropractic focuses on neurological and musculoskeletal integrity, and aims to favorably impact health and well-being, relieve pain and infirmity, enhance performance, and improve quality of life without drugs or surgery. The Doctor of Chiropractic is a primary care provider for the prevention, diagnosis and conservative management of spine-related disorders and associated locomotor conditions. Serving the patient's best interest in a professional and ethical manner, the Doctor of Chiropractic employs experience and the best available evidence to make clinical decisions, deliver care and manage identified health concerns and conditions. In addition, Doctors of Chiropractic comply with the laws and regulations governing chiropractic practice in the applicable jurisdiction, including documentation, coding and billing practices.

The practice of chiropractic includes clinically necessary:

- Assessments of a patient's health status, needs, concerns and conditions by obtaining a case-appropriate history and physical examination, and by acquiring necessary imaging, laboratory or diagnostic studies;
- Consideration of axial (spine) and appendicular (extremity) structure and function, including subluxation, and the status of contiguous muscular and neural systems by means of physical evaluation, imaging and/or special test procedures;

- Patient-centered management consistent with the obtained history, clinical information and diagnoses;
- Care coordination accomplished through goal-oriented management plans that include treatment recommendations intended to favorably influence outcomes, prognosis, risks, behaviors and lifestyle;
- Administration of manual therapeutic procedures such as chiropractic adjustment, manipulation, mobilization or soft tissue techniques – as indicated by the history and clinical examination;
- Use of complementary measures, such as passive modalities, active exercise and rehabilitation, nutritional counseling and supplementation, bracing, strapping and orthoses, and other procedures allowed under respective chiropractic practice acts; and
- Promotion of health, wellness and disease prevention by evaluating relevant indicators and risk factors, and by providing care directed at mitigating health risks and encouraging healthy lifestyles.

## THE PALMER EDUCATIONAL PRINCIPLES

The following is a statement of educational principles held by Palmer College of Chiropractic, which is comprised of two campuses in:

- Davenport, Iowa
- Port Orange, Florida

Palmer College of Chiropractic recognizes the need to maintain an optimum learning environment through a sustained commitment to excellence and continual improvement. The following reconfirm Palmer's role as an innovative, dynamic and exciting community of diverse learners and scholars.

1. Palmer College embraces the philosophy that life is intelligent and that the human body possesses an inherent potential to maintain itself in a natural state of homeostasis through its innate/inborn intelligence. Moreover, the science of chiropractic emphasizes the relationship between structure and function, primarily that between the spinal column and the nervous system. Implicit within this statement is the significance of the nervous system to health and the effect of the subluxation complex upon the nervous system and, therefore, the body.
2. Palmer College is a learning community. The College is dedicated to developing, sustaining and refining a vertically and horizontally integrated chirocentric

- curriculum where excellence in teaching and learning is realized throughout the academic and the clinical experience. As the premier institution of chiropractic education, Palmer College is dedicated to offering students an exceptional education through a curriculum that is dynamic in nature. Palmer College encourages students to be health care professionals who make a difference in the community and in the world because they have learned to observe, think, question, imagine, serve and speak out based on the ethics they embrace and the education they have acquired. Palmer College exists to serve students and to promote student growth and development.
3. Palmer College encourages its students to become life-long learners. Students interact with administrators, faculty, staff and alumni, exposing them to the excitement of learning and discovery.
  4. Through persistent professional leadership and competency development, students learn to appreciate and understand the complexity and diversity of the world in which we live and work. As Doctors of Chiropractic, they'll have high expectations of their own efforts and they'll see learning as extending far beyond the classroom and clinic to their life responsibilities as health care professionals. Palmer College is dedicated to teaching students how to learn.
  5. Palmer College expects faculty to be effective teachers, productive scholars and focused academicians. The three are inextricably intertwined. Effective teaching over a career can only be maintained through productive scholarship. In its various forms, scholarship enhances excellence in the classroom and the clinic. Focused academicians, demonstrating mastery of a chosen field, inspire student learning. At Palmer, the faculty are competent academicians who pursue teaching as one type of scholarship. Having creative scholars who teach and teachers who are creative scholars fosters a learning atmosphere that's unique in chiropractic education.
  6. Palmer College is committed to developing the finest chiropractic clinicians. Students are encouraged to focus on wellness promotion, health assessment, diagnosis and the chiropractic management of the patient's health care needs. Palmer succeeds because its graduates are inspired by a broader vision using the knowledge and abilities they've acquired to form values and to serve the common good. Students train their minds, sensibilities and abilities for a lifetime of critical, independent thought and commitment to personal, professional and community service.
  7. Palmer College is committed to the advancement of the chiropractic profession. The College community of administrators, faculty, staff, alumni and students are encouraged to communicate and collaborate with others in the profession. The exchange of ideas and synergistic effect of collaborations leads to greater accomplishments for the profession than would be possible through individual efforts. The College is dedicated to advancing awareness and appreciation of chiropractic and chiropractic education around the world by the most efficient and effective means.
  8. Palmer College is dedicated to the welfare and success of its students. Through the Palmer learning experience, students are prepared to develop and refine:
    - Lifelong learning skills and habits
    - Critical thinking skills
    - Written, verbal and listening communication skills
    - Leadership qualities and management skills
    - A sense of service to patients, the profession and the community
    - A consistent application of ethics in their practice of chiropractic
    - An ability to make substantive contributions to the interdisciplinary health care environment
    - An ability to make a contribution to the development of a rational system of "wellness" health care
    - An ability to apply evidence-based reasoning in determining the needs of their patients
    - An ability to be successful in current and emerging business management and reimbursement systems

## THE FIVE STRATEGIC DIRECTIONS OF THE COLLEGE

### **Direction 1: Student Learning**

Provide high-quality, chiropractic-focused academic and clinical research programs for diverse health care settings.

### **Direction 2: Health Care Delivery**

Model and provide chiropractic health care that is evidence based and integrates patient values and clinician experience.

### **Direction 3: Service**

Promote campus engagement, community service and professional participation.

### **Direction 4: Resources and Support**

Ensure and manage resources and processes in support of College programs and initiatives.

## **Direction 5: Advancing Knowledge through Research**

Improve human health by advancing knowledge through research.

## **INSTITUTIONAL POLICIES**

The College's Board of Trustees delegates to the Administration the authority to develop, institute and enforce institutional policies and processes to govern the College's operations. These Institutional Policies apply to the Davenport, Iowa and Port Orange, Fla. campuses. Institutional Policies may be accessed online at:

<https://www.palmer.edu/about-us/office-of-compliance/college-policies/>.

## **ACCREDITATION/LICENSURE**

The Doctor of Chiropractic Degree Program at Palmer College of Chiropractic's Davenport, Iowa and Port Orange, Florida; campuses is awarded programmatic accreditation by The Council on Chiropractic Education, 10105 E Via Linda, Suite 103 PMB 3642, Scottsdale, AZ 85258. Telephone: 480-443-8877, website: <http://www.cce-usa.org>.

The College's campuses are accredited by the Higher Learning Commission. The Commission can be reached by mail at 230 South LaSalle Street, Suite 7-500 Chicago, IL 60604-1411 or by phone at 1-800-621-7440.

Both the Higher Learning Commission and the Council on Chiropractic Education are recognized by the United States Department of Education.

The College's, Davenport, Iowa, campus is exempt from State of Iowa registration requirements for postsecondary institutions under Iowa Code Section 261B.11, subsection 10; however, the College has voluntarily registered the Davenport, Iowa, campus with the Iowa Department of Education – Bureau of Iowa College Aid as part of the Commission-approved interstate reciprocity agreement (SARA) application process. Any questions a student may have regarding this catalog may be directed to: Department of Accreditation & Licensure 1000 Brady Street, Davenport, IA 52803, 563-884-5586.

The College's Port Orange, Florida, campus is licensed by the Commission for Independent Education, Florida Department of Education. Additional information regarding the College's Port Orange, Florida, campus may be obtained by contacting the Commission at 325 West Gaines Street, Suite 1414, Tallahassee, FL 32399- 0400, or by phone at 888-224-6684.

Contact information for each campus is located on page 1.

## **APPROVALS**

The College is approved for training of veterans under Title 38 of the United States Code, by the Iowa State Department of Public Instruction of Veterans' Affairs, and by the Florida Department of Veterans' Affairs for the Veterans Administration of the United States. The College is approved by the United States Immigration and Naturalization Service for attendance by non-immigrant students.

Palmer College of Chiropractic is approved by the National Council for State Authorization Reciprocity Agreements (NC-SARA) which allows the College to do business in the current SARA-member states and the District of Columbia. SARA enables the College to offer distance education in the member states.

In addition, participation in this organization and individual state authorizations allow Palmer students to take part in supervised field experiences in 49 US states and the District of Columbia.

## **COLLEGE FINANCIAL INFORMATION**

Certain financial information pertaining to the College budget and other finances is available to the public. Certain types of information may be obtained through the office of the Vice Chancellor of Finance, Palmer College of Chiropractic, 1000 Brady Street, Davenport, IA 52803.

# DISCLAIMERS, DISCLOSURES AND ACKNOWLEDGMENTS

## NO GUARANTEE OF LICENSURE

Neither acceptance for admission into the program nor the subsequent earning of a Doctor of Chiropractic degree guarantees that a state or foreign country will grant a graduate a license to practice chiropractic. Those who earn the degree must apply for a license to practice in the jurisdiction of their choice. For more information, see “Licensure Requirements” in the Academic Programs section of this catalog.

## INSTITUTIONAL INFORMATION DISCLOSURE

Disclosure of required institutional information is available to enrolled and prospective students.

Information available includes, but is not limited to:

1. Financial assistance information via the Office of Financial Planning.
2. Services available to students with disabilities are available on the College website and in the Student Handbook.
3. Completion rates are available on the College website and via the Registrar in the Student Administrative Services Office.
4. Institutional policies regarding copyright infringement are available in the Student Handbook.
5. Institutional security policies and crime statistics are available on the College website.
6. Student body diversity is posted on the College website.
7. Policies regarding drug and alcohol use are located on the College website or in the Student Handbook.
8. Family Educational Rights and Privacy Act (FERPA) information is available in the Student Handbook.

Additional institutional information may be found in this Catalog and in the Student Handbook. (Sources: The Higher Education Opportunity Act 2008 and U.S. Department of Education, Office of Postsecondary Education, Code of Federal Regulation 34 CFR Subtitle B, Chapter VI, website: [www.ecfr.gov](http://www.ecfr.gov).)

## STATE COMPLAINT PROCESS POLICY

In accordance with federal law (see 34 C.F.R., Section 600.9), Palmer College of Chiropractic students may file complaints about the College with the state board or commission that

governs postsecondary educational activity. The appropriate state boards/commissions, as well as contact information and links to pertinent websites, are provided below.

### IOWA

Iowa Department of Education – Bureau of Iowa College Aid  
<https://educate.iowa.gov/higher-ed/student-complaints>

### FLORIDA

Florida Commission on Independent Education  
325 W. Gaines Street, Suite 1414  
Tallahassee, FL 32399-0400  
or by email to [CIEINFO@fldoe.org](mailto:CIEINFO@fldoe.org)

## STUDENT COMPLAINT RESOLUTION PROCESSES

Resolution processes are unique to the type of complaint, the person (i.e. employee, student, visitor) against whom the complaint is directed, and the level of due process required to resolve a complaint. Accordingly, complaints are directed to the jurisdiction of the appropriate process recognized by the College. A student wishing to resolve a complaint is encouraged to consider informal and/or formal resolution processes offered by the College.

### GENERAL COMPLAINT PROCESS FOR INFORMAL RESOLUTION

An informal resolution process entails presenting a complaint to an immediate supervisor or someone in authority to help resolve the complaint. Chain of command is important in following an informal resolution process. For guidance regarding to whom an informal complaint may be directed, refer to the Campus Directory published in the Student Handbook.

### GENERAL COMPLAINT PROCESS FOR FORMAL RESOLUTION

A formal resolution process entails registering a complaint through the College website. The College will engage the appropriate formal process toward resolution of all such complaints. Students have the option to register a formal complaint should an informal resolution process prove to be inadequate.



1. A student registers a formal complaint via the website at: <https://www.palmer.edu/about-us/office-of-compliance/report-a-complaint/>
2. The complaint is logged and forwarded to an appropriate contact person.
3. The contact person follows up with the student within 10 academic days to initiate the resolution process.

## SEX DISCRIMINATION, SEXUAL HARASSMENT, SEXUAL VIOLENCE OR ANY OTHER SEXUAL MISCONDUCT

Report Sexual Misconduct at:

<https://www.palmer.edu/about-us/office-of-compliance/sexual-misconduct-prevention-and-response/>

## CONFIDENTIAL SEXUAL MISCONDUCT REPORTING

To make a confidential report of sexual misconduct please visit

<https://www.palmer.edu/about-us/office-of-compliance/sexual-misconduct-prevention-and-response/confidential-resources/>

## STUDENT MISCONDUCT

Report Student Ethical Misconduct at:

<https://www.palmer.edu/about-us/office-of-compliance/report-student-misconduct/>

## ANONYMOUS REPORTING

Make an anonymous report at Lighthouse, the College's anonymous reporting hotline.

On-line: <https://www.palmer.edu/about-us/office-of-compliance/report-a-complaint/>

Email: [reports@lighthouse-services.com](mailto:reports@lighthouse-services.com)

Phone: 844-990-0002 (English-speaking)

800-216-1288 (Spanish-speaking)

## CONTACTS

The Office of Compliance may be reached by phone at 563-884-5246 or 563-884-5221, or by email at

[lori.larsen@palmer.edu](mailto:lori.larsen@palmer.edu) or [ann.kelly@palmer.edu](mailto:ann.kelly@palmer.edu).

## CONSUMER INFORMATION

The College discloses consumer Information in accordance with the Higher Education Act of 1965 (HEA), as amended by the Higher Education Opportunity Act of 2008 (HEOA). Such disclosures are provided to help consumers find and access

available information and may be accessed online at:

<https://www.palmer.edu/about-palmer/college-profile/consumer-information/>

## INFORMATIONAL PURPOSES

Information in the Palmer College of Chiropractic (College) Catalog, Student Handbook and other publications and notices placed on official College bulletin boards including its portal and/or website is provided for general informational purposes only.

## NO LEGAL ADVICE INTENDED

Nothing contained in the College's Catalog, Student Handbook and other publications and notices placed on official College bulletin boards including its portal and/or website constitutes or is intended to convey legal advice; is not to be acted upon as such; and is not a substitute for obtaining legal advice from a qualified attorney. Students should not act (or omit action) or rely on any information in this document as a substitute for seeking the advice of an attorney. No College employee is authorized to provide legal advice to any student/prospective student.

## COMPLIANCE WITH COLLEGE REGULATIONS

Students, as a condition of admission, agree to abide by all College regulations contained in the College's Catalog, Student Handbook, other publications and notices placed on official College bulletin boards including its portal and/or website. Further, it is the sole responsibility of each student to read such regulations thoroughly and become familiar with its contents.

## COMPLIANCE WITH LAWS

Students, as a condition of admission, agree to abide by all local, state and federal laws.

## LEGAL IMMIGRATION STATUS

International students, as a condition of admission, agree to abide by all United States immigration laws.

Further, it is the sole responsibility of each student to thoroughly read and comply with such laws and seek assistance from the United States Citizenship and Immigration Services (USCIS) and/or the advice of a qualified attorney for legal assistance as needed.

## **LINKS TO NON-PALMER WEBSITES**

The College's Catalog, Student Handbook and other publications and notices placed on official College bulletin boards including its portal and/or website may directly or indirectly provide links to non-Palmer websites for convenience. Such links if accessed are at the user's own risk. The inclusion of any link in College publications does not imply an association or relationship between the College and sponsor of the linked website; does not constitute or imply any endorsement, approval or sponsorship of the linked website by the College or the endorsement, approval or sponsorship of the College by the sponsor of the linked website. The links do not imply legal authority to use any protected rights of others reflected in the links. The College does not assume any responsibility for the content, accuracy or completeness of material presented directly or indirectly in linked websites.

## **STATE AUTHORIZATION FOR OUT-OF-STATE PRECEPTORSHIPS/ FIELD TRAINING AND OTHER OPERATIONS**

Federal and state regulations require that all institutions of higher education comply with existing state laws regarding operational presence and distance learning. These regulations are continuously evolving and the College makes every effort to maintain compliance. As a condition of authorization in specific states, the College is required to post consumer contact information. This information can be accessed on the College's website at: <https://www.palmer.edu/about-palmer/accreditation/>.



# NOTICE OF NONDISCRIMINATION

The College is committed to establishing and maintaining a work and education environment free of any form of discrimination or harassment and does not tolerate discrimination or harassment of or by its employees (including faculty), students, patients or anyone associated with or conducting business with the College.

The College prohibits discrimination and harassment in employment, admissions or in educational practices, programs, services or activities on the basis of age, ancestry, citizenship status, color, creed, disability, gender, gender identity, genetics, marital or registered domestic partner status, medical condition, national origin, race, religion, sex, sexual orientation, veteran and military status or other legally protected status.

Equal employment opportunity applies to recruiting, hiring, placement, promotion, termination, layoff, recall, transfer, leave of absence, compensation, training, professional development, and all other terms and conditions of employment. Equal opportunity also applies to admissions, orientation, student employment, housing, academic and student programs, discipline and all other terms and conditions of admissions, enrollment, and educational practices.

## REPORTING DISCRIMINATION OR HARASSMENT

For more information or to file a complaint refer to the College's Equal Opportunity Policy, Notice of Nondiscrimination, or Report a Complaint which may be accessed on the College's website at <https://www.palmer.edu/about-us/office-of-compliance/report-a-complaint/>.

## REPORTING SEX DISCRIMINATION, SEXUAL HARASSMENT, SEXUAL VIOLENCE OR ANY OTHER SEXUAL MISCONDUCT

The College's nondiscrimination practices in employment, admissions or in educational practices, programs, services or activities include conduct prohibited by Title IX of the Education Amendments of 1972. For more information or to file a complaint contact the College's Title IX Coordinator or deputies or refer to Report Sexual Misconduct which may be accessed on the College's website at <https://www.palmer.edu/about-us/office-of-compliance/sexual-misconduct-prevention-and-response/>. Information regarding sexual misconduct awareness, prevention and response may be accessed online at <https://www.palmer.edu/about-us/office-of-compliance/sexual-misconduct-prevention-and-response/>.

# HISTORY OF PALMER COLLEGE OF CHIROPRACTIC

The history of chiropractic education began at Palmer College of Chiropractic, started by the profession's founder, Daniel David (D.D.) Palmer. The science, art and philosophy of chiropractic evolved from D.D. Palmer's years of independent research and study of human health and disease. Following the successful application of his knowledge to initial patients in 1895, he began teaching others in Davenport, Iowa. The first classes of the Palmer School and Cure (later known as the Palmer School of Chiropractic and, finally, Palmer College of Chiropractic) were held in 1897.

Palmer is the founding college of chiropractic. Palmer College created the foundation for this dynamic profession and is known as *The Trusted Leader in Chiropractic Education*®.

In many ways, the history of chiropractic is the story of four generations of Palmers; Daniel David Palmer, usually called D.D.; his son, Bartlett Joshua Palmer, D.C., called B.J., and B.J.'s wife, Mabel Heath Palmer, D.C.; B.J. and Mabel's son, David D. Palmer, D.C., often called Dr. Dave; his wife, Agnes Mae High Palmer, D.C.; and their daughters, Bonnie Palmer McCloskey, Jenny Wren Palmer Sutton, H.C.D. (Hon.), and Vickie Anne Palmer, H.C.D. (Hon.). Each of the Palmer daughters has served the College and Board of Trustees in various roles.

One of D.D. Palmer's early students was his son, Dr. Bartlett Joshua Palmer. Upon completing the course of study, B.J. (as he came to be known throughout the world) headed the school from 1906 until his death in 1961. One of B.J.'s first acts was to incorporate the school and change the name to Palmer School of Chiropractic, which was chartered in 1907.

During B.J.'s years of leadership, international attention was brought to the chiropractic profession and the school. His drive, creativity and capacity for attracting strong faculty and administrators propelled the school forward. By 1920, three major buildings—Administration, D.D. Palmer Memorial and B.J. Palmer Hall—had been constructed. The first X-ray equipment in the chiropractic profession was in use in the classroom and the patient clinic. Clinical research also was underway.

Dr. Mabel Heath Palmer, B.J.'s wife and a Palmer graduate, was the treasurer of the school and a faculty member. She earned the title First Lady of Chiropractic for her untiring devotion to chiropractic, the school and its students. After her death in 1949, B.J. continued to accomplish new goals for the school and brought the curriculum to 4,320 hours in four academic years by 1950. To honor his wife, he constructed the Mabel Heath Palmer Laboratories in 1952.

With B.J. Palmer's death in 1961, the Palmer presidency passed to his son, Dr. David Daniel Palmer. As did his father and grandfather before him, Dr. Dave, as he was known, brought his own brand of leadership to Palmer.

Referred to as The Educator, Dr. David D. Palmer, was born on the Palmer campus and raised among the faculty and students, Dr. Dave became president of Palmer in 1961. Dr. Dave graduated from the prestigious Wharton School of Finance & Commerce at the University of Pennsylvania in 1929. While at the Wharton School he focused on business, law and economics. He went on to attain his Doctor of Chiropractic degree from Palmer in 1938.

He's recognized for changing the name of Palmer School of Chiropractic to Palmer College of Chiropractic, for forming the Palmer College of Chiropractic International Alumni Association, making significant progress toward official accreditation, establishing non-profit status for the College, and for modernizing the campus. He died in 1978.

At the time of Dr. Dave's death, his dreams were still materializing. The College was accredited by the Council on Chiropractic Education in 1979 and by the North Central Association of Colleges and Schools in 1984.

On Oct. 17, 1980, Palmer College acquired Northern California College of Chiropractic, which became Palmer College of Chiropractic West in San Jose, California. Twenty-two years later, on Oct. 4, 2002, the College opened Palmer College of Chiropractic Florida in Port Orange, Florida.

In 2022, the Palmer College Board of Trustees made the difficult decision to phase out Palmer West and the campus closed in 2025.

It was while Vickie Anne Palmer, H.C.D., was chairman of the Palmer Board of Trustees that the concept of Palmer's multi-campus system was developed. Known as The Refiner of Chiropractic, Vickie Anne Palmer has built on her family heritage by providing leadership to the chiropractic mission.

Like her sisters, Bonnie Palmer McCloskey and Jenny Wren Palmer Sutton, H.C.D. (Hon.), Vickie Anne Palmer grew up on the Palmer campus and has served the College and Board of Trustees in various roles.

She joined the Palmer Board of Trustees in 1978 and was elected chairman in 1987. As Board chairman, she was instrumental in developing the concept of Palmer's multi-campus system. In 2008, she officially concluded her 21-year tenure as chairman, though she continues to serve on the Board as secretary general and as a member of the Executive Committee.

Palmer College has spawned legends and led the way for the growth of the profession and chiropractic education. It has sent more than 40,000 alumni out to practice throughout the world. More than one-third of the world's chiropractors are Palmer graduates. The halls and corridors echo the voices of the past and the present.

Palmer has created the foundation for this dynamic profession and is a leader in the field of health care.

# STUDENT AFFAIRS

## CAMPUS STORES

The Campus Store is open Monday-Friday and is a student resource for required books, reference books, note sets, lab supplies, diagnostic instruments, class/ office supplies, Palmer apparel and gift merchandise. Book rentals are also available on all required books and selected diagnostic instruments. Committed to student success, every effort is made to keep costs down and student learning tools affordable.

## EXTRACURRICULAR ACTIVITIES

The College recognizes the importance of organized student activities as an integral part of the Doctor of Chiropractic program. Student clubs, whether athletic, academic, social, political or clinical in their focus, provide a valuable adjunct to the Palmer student experience. Student organizations provide a framework for students within which they may develop their own special talents and interests.

Recreational and sporting events are organized either as intramurals within the College or with outside community leagues. Social events are planned throughout each academic term on an individual basis.

The Student Council functions as a communications network between the students, the faculty and administration. Student representatives have voting positions on various College committees. Representatives are elected from each class to serve on these student governing bodies.

The Palmer Student Alumni Foundation (PSAF) serves as an organization to help ease the transition from student to doctor. The Student International Chiropractors Association (SICA) and the Student American Chiropractic Association (SACA) also prepare students for professional practice.

Contact the Student Services Office for more information.

## PALMER ALERT NOTIFICATION SYSTEM

The College uses the Palmer Alert emergency notification system to efficiently inform current students and employees on all three campuses in the event of an emergency situation or if a campus will be closed due to adverse weather

conditions or other reasons. Once registered, individuals may receive notification via phones, email and text messaging through Palmer Alert.

## PALMER CENTER FOR BUSINESS DEVELOPMENT

The Palmer Center for Business Development (PCBD) is housed in the Division of Student Affairs and is dedicated to promoting entrepreneurship and innovation through educational programs that bridge academic training and business acumen. The Center's educational programs are supplemental to what students learn in the Doctor of Chiropractic curriculum and are offered at no charge to current Palmer students and alumni.

The Center also maintains the Palmer CareerNetwork. The CareerNetwork is an online virtual career center that includes employment opportunities, practices and equipment for sale, online library, and the Palmer Professional Network.

The Palmer Center for Business Development maintains a library on both the Main and Florida campuses. Library topics range from business concerns such as marketing, finance and management, to chiropractic-specific interests such as floor plans, getting started in practice and licensure requirements. There are books on personal growth and professional development as well that may be checked out by students.

The Palmer Center for Business Development also provides career assistance through a Trimester Career Success checklists and thru mentoring from student Business Ambassadors.

## STUDENT ACADEMIC SUPPORT SERVICES

Academic Support Services assist you in understanding and adapting to the academic challenges of a chiropractic education. Our goal is to help you develop skills and strategies that contribute to a successful and satisfying educational experience.

**Services Provided:****Academic Coaching:**

Aimed at collaborating with new students to navigate successfully through their first trimester with Palmer.

**Supplemental Lecture and Lab:**

Courses traditionally more difficult for students are paired with a weekly lecture or lab session led by student peers reviewing the current week's topic.

**Drop-In Tutoring:**

Provides a friendly and collaborative environment where students can receive on-demand help related to content, exams, or study tips.

For more information about Student Academic Support Services, visit [www.palmer.edu/student-life/academic-success/student-academic-support-center/](http://www.palmer.edu/student-life/academic-success/student-academic-support-center/).

## STUDENT DISABILITY SUPPORT CENTER

Palmer College of Chiropractic values the diverse talents and abilities students bring to chiropractic education. The College promotes diversity by striving to provide equal access to qualified applicants and students with disabilities. It is the College's experience that qualified individuals with disabilities (as defined by Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, as Amended) may be successful in the field of chiropractic with appropriate and reasonable accommodations to provide equal access to their education.

The College is committed to providing equal educational opportunities for qualified applicants and students with disabilities and grants reasonable academic adjustments or accommodations (hereafter, referred to collectively as "accommodations") for qualified applicants and students with disabilities on an individual basis.

Qualified applicants and students are invited and encouraged to voluntarily self-identify any disability which represents a functional limitation or boundary to the College's Technical, Academic and Professional Standards for Admission to Continuation in and Graduation from the Palmer College Doctor of Chiropractic Program as well as the academic requirement for each individual course and other published College policies.

A "qualified person with a disability" is an individual with a disability who in addition to academic admission

requirements, meets the technical, academic and professional standards required for admission to, continuation in or graduation from the College's educational programs as well as meets the academic requirement for each individual course and other published College policies with or without approved, reasonable accommodations.

All individuals considering, applying or enrolling in the Doctor of Chiropractic Degree Program must carefully review the technical, academic and professional standards to better understand what is expected at Palmer College of Chiropractic and ensure they are otherwise qualified to engage as a Palmer College student.

The College's Technical, Academic, and Professional Standards may be accessed online at: [ip-technical-standards-1.pdf \(palmer.edu\)](http://ip-technical-standards-1.pdf(palmer.edu)).

Reasonable accommodations are a means of providing an equal opportunity to meet these essential standards, not to circumvent them, and to ensure equal opportunity as much as reasonably possible. While the College strives to accommodate qualified applicants and students as fully as possible, reasonable accommodations do not include: 1) measures that pose a direct threat to the health or safety of self and/or others, 2) measures which lower or fundamentally alter the College's academic, technical or professional standards, academic requirements for each individual course or other published College policies or 3) measures that pose an undue administrative or financial burden. Except in limited circumstances, the use of a third party (an intermediary) to perform required standards on behalf of another student would constitute a fundamental alteration. In the event a student is unable to fulfill these required standards at any time after admission, with or without reasonable accommodation, the student will not be allowed to continue in the program.

Individuals are provided reasonable accommodations based upon specific information and assessment data documented by a qualified, licensed professional with the requisite skills and credentials to assess, diagnose and make a determination regarding the nature of the disability, its severity, the duration, the activities limited by the disability and the extent to which the disability limits the student's ability to perform the essential requirements for the DC program.

The College treats its students as responsible adults with the independent right to make life decisions. Accordingly, applicants and students themselves must identify the need for accommodations and give adequate notice of the need. Applicants and students seeking reasonable accommodations must comply with the process outlined in the Handbook for Students and Applicants with Disabilities for requesting and receiving reasonable accommodations which may be accessed

on the College website at: <https://www.palmer.edu/wp-content/uploads/2022/03/handbook-for-students-and-applicants-with-disabilities.pdf>.

Any qualified applicant or student with a disability who seeks a reasonable accommodation to meet the College's Academic, Technical or Professional Standards for Admission to or Continuation in the College's educational program and activities, the academic requirements for each individual course or other published College policies must contact any of the following individuals:

### **MAIN CAMPUS:**

Holly Fischer, B.A.  
Director of Academic Support  
Student Academic Support Services  
Also serving as Disability Services Coordinator  
1000 Brady Street  
Davenport, Iowa, 52803  
563-884-5257  
[holly.fischer@palmer.edu](mailto:holly.fischer@palmer.edu)

### **FLORIDA CAMPUS:**

Victor Hidalgo, M.S.  
Manager Academic Support Services  
Also serving as Disability Services Coordinator  
Office of Student Administrative Services  
4777 City Center Parkway  
Port Orange, FL 32129  
386-763-2780  
[victor.hidalgo@palmer.edu](mailto:victor.hidalgo@palmer.edu)

## **STUDENT HANDBOOK**

The Palmer College of Chiropractic Student Handbook is found on the Palmer website at [www.palmer.edu](http://www.palmer.edu). In addition to including information on various programs and services provided by the College, the handbook also serves as the student's reference guide for the rules and regulations that govern the instructional and extracurricular programs at the College. Students are responsible for reviewing the handbook to familiarize themselves with all policies and procedures. The handbook is updated every two years. All students are responsible for reviewing each new edition for policy revisions and procedural updates.

## **STUDENT HEALTH**

Chiropractic care is offered either free of charge or at reduced cost to students and specific family members at the Palmer Chiropractic Clinics. Students are strongly encouraged to

purchase health insurance. There are several student health insurance resources available through outside companies. Contact Student Services for more information.

## **STUDENT ORIENTATION**

Prior to the beginning of each academic term, the College conducts a new student orientation for the incoming class. The program features presentations by Palmer faculty, staff and students regarding College goals, policies and procedures, campus life, clubs and extracurricular activities. All new students are required to attend.

## **STUDENT PORTALS**

The Palmer Portal provides students with personalized access to campus information and services. Through the portal, students will access their course home pages, which include course syllabi and materials posted by each instructor. They may also view their administrative records, including billing, transcripts and course schedules.

Refer to Palmer College of Chiropractic's online Record Retention and the Disposal of College Records policy and accompanying appendix for information regarding how the College handles student records. All student transcripts are permanently kept.

## **STUDENT SERVICES**

The College provides support, services, and resources for students to meet personal and professional goals. This includes the following:

- Campus clubs and organizations
- Career advising
- Financial Planning
- Intramural activities
- Palmer Center for Business Development
- Registrar services
- Student Academic Support

## **WIRELESS COMPUTER ACCESS**

The College offers wireless networks for student use. Palmer students must log in with their full Palmer email addresses and password to access the wireless network.



# ABOUT PALMER

Palmer College of Chiropractic is the first and largest chiropractic college. More than one-third of all practicing chiropractors are Palmer graduates who contribute to the health and well-being of people around the globe. At Palmer College you will explore and expand your boundaries in the science, art and philosophy of chiropractic and service to others, preparing for a satisfying career and lifelong learning.

## THE CAMPUSES

The College's worldwide reputation for excellence draws students from many foreign countries. About eight percent of the student body comes from outside the United States, and Palmer alumni currently practice in more than 40 nations. Nearly one out of every three chiropractors in the world is a Palmer graduate.

The Main Campus is located in the Quad Cities. Palmer College and the Quad-Cities community are vibrant, active places with plenty of things to do. The Quad Cities is a thriving community of nearly 500,000 straddling the Mississippi River and is within a few hours' drive of Des Moines, Chicago, Minneapolis and St. Louis.

The Quad Cities is easily accessible. Two major highways, Interstate 80 and Interstate 74, intersect in the Quad Cities. The Quad-City International Airport in Moline is just 15 minutes from campus. Amtrak rail service is an hour away. Overland bus transportation serves the area.

The College sits on a bluff overlooking the Mississippi River, only a few blocks from downtown Davenport, Iowa. The campus is close to banking, shopping and entertainment facilities.

The Florida Campus is adjacent to Daytona Beach on Florida's eastern shore, four hours north of Miami and an hour east of Orlando. Port Orange is a city of more than 60,000 people, with expanding industry, good schools, 17 parks, five libraries and a performing arts center. World-famous attractions are nearby, including Walt Disney World, Daytona International Speedway, the Kennedy Space Center, pro sports teams and beaches.

## CAMPUS VISITS

The College provides visits at the Main and Florida campuses. To schedule a visit, go to [www.palmer.edu/campusvisit](http://www.palmer.edu/campusvisit) or contact the Office of Admissions/ Enrollment at the chosen campus.

Davenport, Iowa: 800-722-3648

Port Orange, Florida: 866-890-5498

A visit to a Palmer campus includes an opportunity to interact with Palmer faculty and tour the campus and clinics. Typically visitors have lunch with current students, a one-on-one meeting with an Admissions/Enrollment representative and obtain information from Student Services, Financial Planning and Office of Admissions/Enrollment.

## RESEARCH

The College recognizes that chiropractic is an applied science, subject to and guided by the results of scientific research. Our mission includes conducting research.

Faculty members engage in scholarly activity as an integral part of their commitment to excellence in teaching and scholarship.

Students gain valuable experience by participating in research under the guidance of a faculty mentor. The College offers interested students the opportunity to gain research experience through the research honors program.

Established in 1995, the Palmer Center for Chiropractic Research (PCCR) is the largest research effort in the U.S. The PCCR administers and coordinates scholarly research efforts at all three campuses.

The William and Jo Harris Building, located on the Main Campus, houses the PCCR's administrative offices and the Office of Data Management and Biostatistics.

The PCCR has received approximately \$36 million in federal funding since 2000 through the National Institutes of Health (NIH), Health Resources and Services Administration (HRSA), and the Department of Defense (DoD), in addition to private foundation grants.



## FACILITIES

Palmer College is comprised of a Main Campus located in Davenport, Iowa, and a Florida Campus in Port Orange, Florida. Each campus maintains multiple classrooms and laboratories, as well as library facilities. In addition, each student-friendly environment provides a Campus Store, computer labs, food service areas and student common areas. Each location is unique in its own right and appropriate to the region, setting and needs of its students.

The Davenport, Iowa, location is steeped in history from the turn of the century. The original three buildings built in 1920 have expanded to 15 buildings, occupying 21 acres. The Main Campus houses academic, clinic and student services as well as centralized administrative services for both campuses. The Palmer Center for Chiropractic Research, the historic Palmer Family Residence and Vickie Anne Palmer Hall also are located here. The Main Campus houses two clinics for patient care.

In 2002, the College's Florida campus opened its doors on 24 acres in the heart of Port Orange, a family-oriented community with more than 50,000 residents. Since then, Palmer has constructed three buildings; two housing academic, student and administrative services. The Standard Process Student Center was opened in 2012. A fourth building formerly known as the Allen Green Civic Center has been the home of the health center for patient care. There is an additional outreach clinic nearby.

The College strives to maintain and update all of the campus properties on a regular basis. The Facilities departments on all three campuses are available for any student to express concerns they might have.

## CLINICS

Palmer Chiropractic Clinics supports the student learning experience by allowing students to gain real-world patient care experience under the guidance of clinic faculty using the Mentor Model. Clinical education develops the intellectual, ethical and professional attributes of students in a learning-oriented environment. By offering experiential learning opportunities, Palmer's clinical education prepares graduates for contemporary chiropractic practice. This allows faculty to guide and direct interns through the transition from student to intern to doctor.

The Davenport Chiropractic Clinic, located on campus, and the Moline satellite clinic, are excellent facilities that serve as

the primary focus for patient care. Both facilities include a community outpatient clinic and digital radiology; chiropractic rehabilitation services are offered at the Davenport location.

The Port Orange, Florida, campus operates a community outpatient clinic that serves the chiropractic care needs of the public as well as the campus' students and employees. The Port Orange campus also maintains a network of outreach satellite clinics at various community locations.

Students on each campus may participate in various programs through the Palmer Capstone Program Office. Qualified students may gain clinical and business experience in chiropractic private practices through field training through the Preceptorship Program. Another program option for qualified students is at a Department of Defense military treatment facility or Veterans Health Administration medical center with whom Palmer has a formal affiliation. Through this program participants gain clinical experience with a staff chiropractor in a multidisciplinary environment.

## LIBRARIES

The David D. Palmer Health Sciences Library provides a comprehensive range of services and resources for the faculty, students and staff on each campus. Each campus library holds a core collection of material in support of the curriculum. There are unique materials in the collection on each campus which may be shared throughout the College. The David D. Palmer Health Sciences Library's Special Collections is recognized as holding the most comprehensive collection of material in the profession. The special collections and College archives are housed on the Main Campus and can be accessed via the Library's Special Collections and Archives Website.

The Library provides access to a large number of chiropractic and other health-science searchable electronic databases. From the Library's home page, the book and print journal collections may be searched with the online catalog. Off-campus access is provided through a proxy server. The Library also provides

Quiet study areas, PC workstations and print and photocopy stations. Library policies, staff information, and hours are accessible through the Library's website.

## CENTER FOR TEACHING AND LEARNING

The Center for Teaching and Learning provides a variety of resources and services to enhance the teaching and learning process at Palmer's Main Campus. In addition to peer review

and professional development programs for faculty, the Center also offers technology resources and production services to support curriculum delivery. Resources, training and support for computerized presentations, production of audiovisual aids, website development and other classroom presentation needs are available to faculty. Some of these services are also available to students.

## MUSEUM AND OSTEOLOGICAL COLLECTIONS

### (MAIN CAMPUS)

Exhibits of the Palmer Family Chiropractic History Museum are located throughout Vickie Anne Palmer Hall. The exhibits can be viewed Monday through Friday from 8 a.m. to 4:30 p.m. when the College is in session. It is open on weekends by appointment. The collections include chiropractic analysis instruments, adjusting tables and chairs and memorabilia from chiropractic's century of development. Additional exhibits, including the osteological collection, are located in the B.J. Palmer Classroom and David D. Palmer Health Sciences Library buildings and throughout the hallways on all three campuses.

The Palmer Family Residence is located on the Main Campus and houses the Palmer Family's collections gathered from around the world. The Courtyard to the Residence features statuary from Asia. The Courtyard is open daily from 8 a.m. to 4:30 p.m., and the Residence is open for tours by appointment.

The Palmer Foundation for Chiropractic History oversees the Museum, Residence and all historic exhibits.

## HOUSING

Starting your new educational career and relocating can be an exciting adventure.

Students may contact Palmer Student Housing at [info@palmerstudenthousing.com](mailto:info@palmerstudenthousing.com) or 563-884-5333.

Palmer offers affordable student housing from studios to one- and two-bedroom apartments, all just a short walk to the academic buildings and clinics. New Palmer student housing located on the east side of campus opened in fall 2022, giving students more on-campus living options.

Looking for off-campus housing? Whether it's a trendy apartment in downtown Davenport or a nearby house for rent that you're after, you'll find there are a variety of housing

options available for students. Links to local area housing options can be found at <https://www.palmer.edu/student-life/housing/>. Students who have questions about non-Palmer housing options may contact an Admissions counselor.

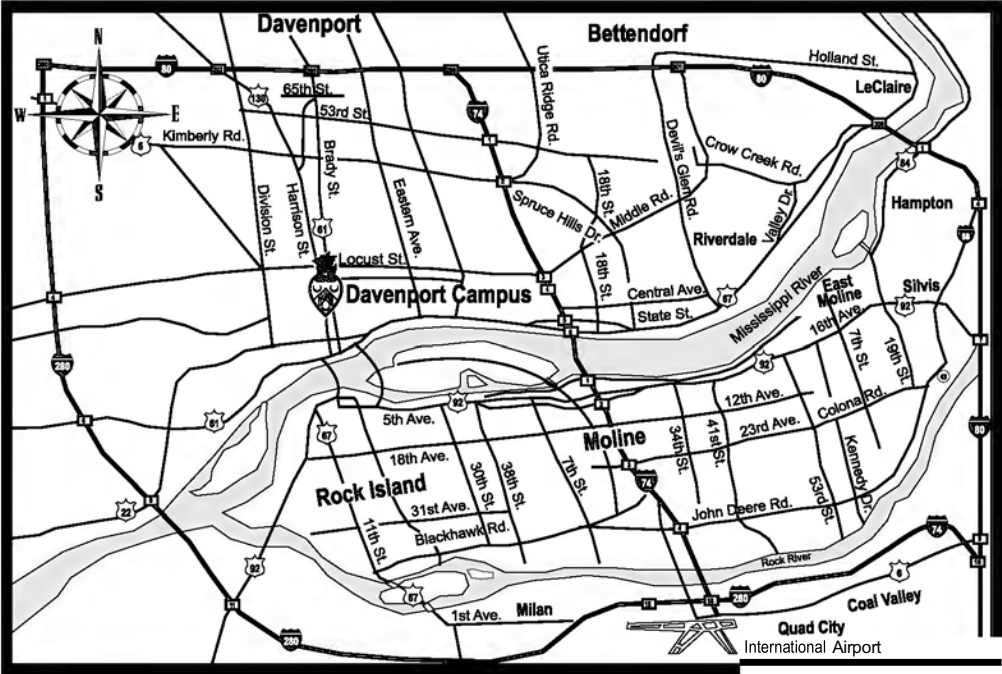
## PALMER FLORIDA CAMPUS

Palmer Florida is close to a number of great housing options. There are a few apartment complexes within walking distance and many others just a short drive away. Several housing options exist directly in Port Orange and in the surrounding communities. Students may contact Student Services at [housing.fl@palmer.edu](mailto:housing.fl@palmer.edu) or 386-763-2724.

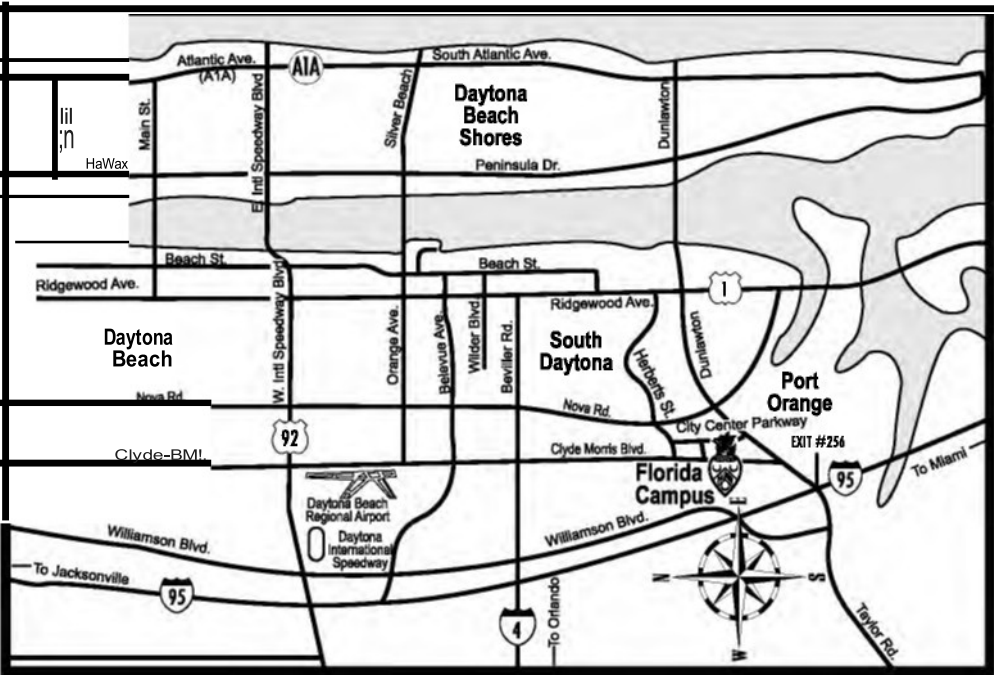
As a non-residential graduate program, the College offers resources to aid students in finding housing, but leaves the responsibility of securing housing to each student.

# MAPS

## MAIN CAMPUS AREA MAP



## FLORIDA CAMPUS AREA MAP



# TRIMESTER ACADEMIC CALENDAR: MAIN CAMPUS AND FLORIDA CAMPUS

## FALL TRIMESTER 2024-2025

Nov. 4	New Student Orientation / Faculty In-Service
Nov. 5	Classes begin
Nov. 11	Last day student registration
Nov. 28-29	Thanksgiving Recess / No classes
Dec. 21	Winter recess (first day)
Jan. 5	Winter recess (last day)
Jan. 6	Classes resume
Jan. 9	Term Midpoint / Last day to drop a course or withdraw from term
Jan. 20	Martin Luther King Jr. Day / No classes
Feb. 19	Classes end
Feb. 20	Study day / No classes
Feb. 21-27	Final exams
Feb. 28	Graduation (Main Campus)

## SPRING RECESS 2025

March 1 – 9, 2025

## SPRING TRIMESTER 2025

March 10	New Student Orientation / Faculty In-Service
March 11	Classes begin
March 17	Last day student registration
April 18-21	Spring Recess / No classes
April 30	Term Midpoint / Last day to drop a course or withdraw from term
May 26	Memorial Day / No classes
June 11	Classes end
June 12	Study day / No classes
June 13-19	Final exams
June 20	Graduation (Main Campus)

## SUMMER RECESS 2025

June 21 – July 13, 2025

## SUMMER TRIMESTER 2025

July 14	New Student Orientation / Faculty In-Service
July 15	Classes begin
July 21	Last day student registration
Sept. 1	Labor Day / No classes
Sept. 3	Term Midpoint / Last day to drop a course or withdraw from term
Sept. 18	Founder's Day
Oct. 15	Classes end

Oct. 1	Study day / No classes
Oct. 17-23	Final exams
Oct. 24	Graduation (Main Campus)

## FALL RECESS 2025

October 25 – November 2, 2025

## FALL TRIMESTER 2025-2026

Nov. 3	New Student Orientation / Faculty In-Service
Nov. 4	Classes begin
Nov. 10	Last day student registration
Nov. 27-28	Thanksgiving Recess / No classes
Dec. 20	Winter recess (first day)
Jan. 4	Winter recess (last day)
Jan. 5	Classes resume
Jan. 8	Term Midpoint / Last day to drop a course or withdraw from term
Jan. 19	Martin Luther King Jr. Day / No classes
Feb. 18	Classes end
Feb. 19	Study day / No classes
Feb. 20-26	Final exams
Feb. 27	Graduation

## SPRING RECESS 2026

February 28 – March 8, 2026

## SPRING TRIMESTER 2026

March 9	New Student Orientation / Faculty In-Service
March 10	Classes begin
March 16	Last day student registration
April 3-6	Spring Recess / No classes
April 29	Term Midpoint / Last day to drop a course or withdraw from term
May 25	Memorial Day / No classes
June 10	Classes end
June 11	Study day / No classes
June 12-18	Final exams
June 19	Graduation

## SUMMER RECESS 2026

June 20 – July 12, 2026

## **SUMMER TRIMESTER 2026**

July 13	New Student Orientation / Faculty In-Service
July 14	Classes begin
July 20	Last day student registration
Sept. 2	Labor Day / No classes
Sept. 7	Term Midpoint / Last day to drop a course or withdraw from term
Sept. 18	Founder's Day
Oct. 14	Classes end
Oct. 15	Study day / No classes
Oct. 16-22	Final exams
Oct. 23	Graduation

## **FALL RECESS 2026**

October 24 – November 1, 2026

## **FALL TRIMESTER 2026-2027**

Nov. 2	New Student Orientation / Faculty In-Service
Nov. 3	Classes begin
Nov. 9	Last day student registration
Nov. 26-27	Thanksgiving Recess / No classes
Dec. 19	Winter recess (first day)
Jan. 3	Winter recess (last day)
Jan. 4	Classes resume
Jan. 6	Term Midpoint / Last day to drop a course or withdraw from term
Jan. 18	Martin Luther King Jr. Day / No classes
Feb. 17	Classes end
Feb. 18	Study day / No classes
Feb. 19-25	Final exams
Feb. 26	Graduation

## **SPRING RECESS 2027**

February 27 – March 7, 2027

## **SPRING TRIMESTER 2027**

March 8	New Student Orientation / Faculty In-Service
March 9	Classes begin
March 15	Last day student registration
March 26-29	Spring Recess / No classes
April 28	Term Midpoint/Last day to drop a course or withdraw from term
May 31	Memorial Day / No classes
June 9	Classes end
June 10	Study day / No classes
June 11-17	Final exams
June 18	Graduation

## **SUMMER RECESS 2027**

June 19 – July 11, 2027

## **SUMMER TRIMESTER 2027**

July 12	New Student Orientation / Faculty In-Service
July 13	Classes begin
July 19	Last day student registration
Sept. 1	Term Midpoint / Last day to drop a course or withdraw from term
Sept. 6	Labor Day / No classes
Sept. 18	Founder's Day
Oct. 13	Classes end
Oct. 14	Study day / No classes
Oct. 15-21	Final exams
Oct. 22	Graduation

## **FALL RECESS 2027**

October 23 – October 31, 2027

## **FALL TRIMESTER 2027-2028**

Nov. 1	New Student Orientation / Faculty In-Service
Nov. 2	Classes begin
Nov. 8	Last day student registration
Nov. 25-26	Thanksgiving Recess / No classes
Dec. 18	Winter recess (first day)
Jan. 2	Winter recess (last day)
Jan. 3	Classes resume
Jan. 5	Term Midpoint / Last day to drop a course or withdraw from term
Jan. 17	Martin Luther King Jr. Day / No classes
Feb. 16	Classes end
Feb. 17	Study day / No classes
Feb. 18-24	Final exams
Feb. 25	Graduation

## **SPRING RECESS 2028**

February 26 – March 5, 2028

## **SPRING TRIMESTER 2028**

March 6	New Student Orientation / Faculty In-Service
March 7	Classes begin
March 13	Last day student registration
April 14-17	Spring Recess / No classes
April 26	Term Midpoint / Last day to drop a course or withdraw from term
May 29	Memorial Day / No classes
June 7	Classes end
June 8	Study day / No classes
June 9-15	Final exams
June 16	Graduation

**SUMMER RECESS 2028**

June 17 – July 9, 2028

**SUMMER TRIMESTER 2028**

July 10 New Student Orientation / Faculty In-Service  
 July 11 Classes begin  
 July 17 Last day student registration  
 Aug. 30 Term Midpoint / Last day to drop a course or  
 withdraw from term  
 Sept. 4 Labor Day / No classes

Sept. 18 Founder’s Day  
 Oct. 11 Classes end  
 Oct. 12 Study day / No classes  
 Oct. 13-19 Final exams  
 Oct. 20 Graduation

**FALL RECESS 2028**

October 21 – 29 2028

**QUARTER ACADEMIC CALENDAR – FLORIDA CAMPUS**

**WINTER QUARTER - 2025**

Jan. 13 Faculty In-Service  
 Jan. 14 Classes begin  
 Jan. 20 Martin Luther King Jr. Day / No classes  
 Jan. 21 Last day student registration  
 Feb. 19 Term Midpoint / Last day to drop a course  
 or withdraw from term  
 March 21 Classes end  
 March 24-27 Final exams  
 March 28 Graduation

May 14 Term Midpoint / Last day to drop a course  
 or withdraw from term  
 May 26 Memorial Day / No classes  
 June 13 Classes End  
 June 16-19 Final exams  
 June 20 Graduation

**SUMMER RECESS**

June 20 – July 14, 2025

**SPRING RECESS**

March 28 – April 7, 2025

**SPRING QUARTER – 2025**

April 7 Faculty In-Service  
 April 8 Classes begin  
 April 14 Last day student registration  
 April 18-21 Spring Recess / No classes

**SUMMER QUARTER - 2025**

July 14 Faculty In-Service  
 July 15 Classes begin  
 July 21 Last day student registration  
 Aug. 20 Term Midpoint / Last day to drop a course  
 or withdraw from term  
 Sept. 1 Labor Day Recess / No Classes  
 Sept. 19 Classes end  
 Sept. 22-25 Final exams  
 Sept. 26 Graduation



# ACADEMIC PROGRAMS

## DOCTOR OF CHIROPRACTIC DEGREE PROGRAM MISSION STATEMENT

The mission of the Doctor of Chiropractic Program is to advance chiropractic by promoting learning, delivering health care, engaging our communities and advancing knowledge through research.

## DOCTOR OF CHIROPRACTIC DEGREE PROGRAM

The Doctor of Chiropractic (D.C.) degree program is the foundation of the educational experience at Palmer College of Chiropractic. The course of study prepares graduates to succeed as primary care professionals for spinal health and well-being.

The curriculum is focused on building core clinical competencies and outcomes called Palmer Abilities, which include patient evaluation skills, patient management skills, philosophy and history of chiropractic, integrating basic science into the practice of chiropractic, critical thinking and problem solving, effective communication, moral reasoning and professional ethics, professional growth and lifelong learning, health care in social and community contexts, and business management skills. The first year of the program is devoted to developing basic science knowledge; the second year to developing clinical science knowledge and skills; and the third and fourth years to applying acquired knowledge and skills in community clinical environments.

Instructional methods include technology-supported lecture, lab, small group interactive sessions, and peer and service learning. The curriculum includes coursework in anatomy, physiology, pathology, public health, chiropractic philosophy, radiology, diagnosis, technique (chiropractic manual procedures), associated clinical sciences (geriatrics, pediatrics, obstetrics and gynecology) and business and practice management.

A variety of technique electives are also offered to complement the study of adjustive procedures included in the core curriculum. A large number of student clubs comprise a co-curriculum of auxiliary education in technique, philosophy, research, evidence-based care, sports management, and health and fitness, to name a few. The Palmer Center for Business Development offers additional business education and assistance in locating job opportunities and opening, managing and growing a successful chiropractic practice.

Each campus features a professional outpatient clinic, which provides a fertile environment for student interns to train under the tutelage of an experienced faculty mentor. A clinical preceptorship is available to student interns in their final term of enrollment in which “on-the-job” field training occurs in field doctors’ offices or Department of Defense/Veteran’s Administration (DoD/VA) facilities. Most preceptorships offer additional opportunities for students to observe the business operations of a private chiropractic practice.

The degree of Doctor of Chiropractic is awarded based upon successful completion of the required course of study in accordance with the standards of the College, which meet or exceed those of its accrediting agencies. To earn a D.C. degree from the College, a student must satisfy all academic, clinical, technical, professional and ethical requirements and complete not less than the final 25 percent of the total credits required in residence at the College. Up to 75 percent of the total credits may be awarded through advanced standing.

## SELECTION OF CANDIDATES

Candidates for admission are selected based on several factors, which may include cumulative grade point average (GPA), total number of credits completed, prerequisite GPA, letters of recommendation and personal profiles/essays. Personal interviews may be conducted. We recommend that you apply as early as possible. Your Admissions Counselor will discuss term availability upon receipt. Applications are accepted and reviewed year round.

Applications are reviewed on an individual basis. Candidates are selected based on availability in upcoming terms. Submission of your application in a timely manner will assist us with meeting your preferred term request.

An offer of acceptance into the Doctor of Chiropractic Program is considered official by the College only when made by way of a written letter sent directly from a representative of the Office of Enrollment/ Admissions to the applicant.

## LICENSURE REQUIREMENTS

The Doctor of Chiropractic degree, in and of itself, does not entitle the recipient to practice chiropractic. Those who earn the degree must apply for license to practice in the jurisdiction of their choice.

Due to the various licensure requirements in each of the 50 U.S. states, as well as in other countries, it is strongly



recommended that applicants contact the respective Board of Examiners regarding pre-chiropractic educational requirements in states and countries where they may consider practicing after graduation. Some states require a bachelor's degree. To obtain a Florida chiropractic license, an applicant must have obtained a bachelor's degree prior to licensure from an institution accredited by an organization recognized by the U.S. Department of Education. In addition, most licensing boards require a criminal background check prior to licensure.

Neither acceptance for admission into the program nor the subsequent earning of a Doctor of Chiropractic degree guarantees that a state or foreign country will grant a graduate a license to practice chiropractic. Each state and foreign country, through its legislative and administrative process, defines the standards of competency and scope of practice of chiropractic within its jurisdiction. Such standards may include, but are not limited to, the pre-chiropractic and chiropractic education of the applicant for licensure.

State boards may accept or require passing of National Board examinations as part of their licensing procedure.

Information on state and international licensing requirements is available from the Federation of Chiropractic Licensing Board website at: [www.FCLB.org](http://www.FCLB.org) or individually from each state board licensing office.

## **TECHNICAL, ACADEMIC AND PROFESSIONAL STANDARDS**

Palmer College of Chiropractic seeks to prepare its students to become competent, caring Doctors of Chiropractic who serve as primary care providers for the prevention, diagnosis and conservative management of health conditions. In serving the patients' best interest, a Palmer graduate utilizes the academic and clinical education received by the College in order to make clinical decisions, deliver care and manage identified health concerns and conditions.

The academic, clinical, professional and personal preparation for the practice of chiropractic requires both mental and physical capabilities. To be qualified for the study of chiropractic at Palmer, all qualified applicants and enrolled students must in addition to academic admission requirements, meet the technical, academic and professional standards as well as meet the academic requirement for each individual course and other published College policies with or without approved reasonable accommodations/academic adjustments.

This standard is applicable to all College premises or at College-sponsored or College-related activities or service functions on or off College premises or at non-College activities on or off College premises.

The Technical, Academic, and Professional Standards established by Palmer College of Chiropractic set forth the essential elements required for a Palmer College student. These essential elements are adapted from the Accreditation bodies, from the Counsel of Chiropractic Education and State law standards for the profession in order to meet the required elements for a Palmer College graduate.

In the event a student is unable to fulfill these required standards at any time after admission, with or without reasonable accommodation, the student will not be allowed to continue in the program.

All individuals considering, applying or enrolling in the Doctor of Chiropractic Degree Program must carefully review the technical, academic and professional standards to better understand what is expected at Palmer College of Chiropractic and ensure they are otherwise qualified to engage as a Palmer College student.

The College's Technical, Academic, and Professional Standards for Admission to, Continuation in and Graduation from the Palmer College Doctor of Chiropractic Program may be accessed online at: [ip-technical-standards-1.pdf](http://ip-technical-standards-1.pdf) ([palmer.edu](http://palmer.edu)).

Any qualified applicant or student with a disability who seeks a reasonable accommodation to meet the College's academic, technical or professional standards for admission to or continuation in the College's educational program and activities, the academic requirement for each individual course or other published College policies must contact the Student Disability Support Center. For more information, refer to the Student Disability Support Center section of this Catalog or you may access the Handbook for Students and Applicants with Disabilities on the College website at: <https://www.palmer.edu/wp-content/uploads/2022/03/handbook-for-students-and-applicants-with-disabilities.pdf>.

Applicants and students must comply with the process outlined in the Handbook for Students and Applicants with Disabilities for requesting and receiving reasonable accommodations.

While the College strives to accommodate qualified applicants and students as fully as possible, reasonable accommodations do not include: 1) measures that pose a direct threat to the health

or safety of self and/or others, 2) measures which lower or fundamentally alter the College's academic, technical or professional standards, academic requirements for each individual course or other published College policies or 3) measures that pose an undue administrative or financial burden.

## **JOB CLASSIFICATION CODE**

The job classification codes at the Bureau of Labor Statistics for the Doctor of Chiropractic degree program are 29-1010 and 29-1011.

## **NATIONAL BOARD EXAMINATIONS**

National Board examinations are divided into two sections: written examinations (Part I, II, III and Physiotherapy) and practical examinations (Part IV). The written examinations are administered several times per year at multiple test sites in the United States and Canada by the National Board of Chiropractic Examiners, while the practical examinations are administered at multiple sites in the United States in May and November. All Palmer campuses currently serve as test sites for all national board examinations.

## **NBCE PASS RATES**

Palmer College posts the overall weighted averages of the four (4) most recent years' National Board of Chiropractic Examiners (NBCE) examinations Parts I, II, III, and IV success rates which represent the percentage of graduates who have successfully completed all Parts of the NBCE examinations within six months post-graduation. In some instances, the Canadian Chiropractic Examining Board Part C exam data are used in lieu of NBCE Part IV data. Success rate data can be found on the Palmer website at <https://www.palmer.edu/about-palmer/college-profile/>.

## **CHIROPRACTIC DEGREE REQUIREMENTS**

Candidates for the Doctor of Chiropractic degree complete a minimum of five academic years (eight months each of classroom work) in the prescribed curriculum. The college operates on a trimester system, with an academic program consisting of 10 trimesters that can be completed in 3.35 calendar years, which is equal to five academic years. Assuming a normal completion rate and fulfillment of all graduation requirements, students should expect to graduate within 10 trimesters (40 months) of their matriculation date.

The Palmer Florida campus is phasing out a quarter system, with an academic program that consists of 13 quarters that can

be completed in 3.25 calendar years, which is equal to 4.33 academic years. The phase out of the quarter system will be completed in 2025. Assuming a normal completion rate and fulfillment of all graduation requirements, students should expect to graduate within 13 quarters (39 months) of their matriculation date.

Students transferring from other accredited chiropractic colleges must complete a minimum of 25 percent of the prescribed curriculum while in residence at the College. The final academic year prior to graduation must be at the Palmer campus conferring the degree.

## **CLINIC CAPSTONE PROGRAMS INTERN PRECEPTORSHIP PROGRAM**

This program involves a clinical educational experience in an approved field doctor's chiropractic practice during the student's last term. This optional program is not a substitution for service in the Palmer Chiropractic Clinics, but rather an additional opportunity for the student after fulfilling the campus clinical quantitative and qualitative requirements. During this program, the intern is supervised and practices under the guidance and license of a chiropractic field doctor contracted with the College as extension or adjunct faculty and within the laws of the state in which the preceptor resides. The intern must also periodically report to the College.

The Post-Graduate Preceptor Program involves service in the preceptor's practice after the student graduates but prior to state licensure. The intern is supervised and practices under the guidance of the chiropractic field doctor.

## **PALMER DOD/VA STUDENT ROTATION PROGRAM**

This program offers students a clinical experience opportunity in a Department of Defense (DoD) or Veterans Administration (VA) health-care facility. Working with the staff chiropractor(s) in the facility, students provide chiropractic care to active military personnel and veterans. They also gain insight into developing collaborative relationships with other health professionals. Students are eligible to participate during their last two terms.

## **RESIDENCY PROGRAMS (MAIN)**

Additional studies at the College are offered through two post-graduate residency programs on the Main Campus.

Chiropractic Radiology Residency: This in-house three-year program provides education, training and experience in chiropractic radiology and specialized imaging. The resident is then eligible to sit for the board examination administered by the American Chiropractic Board of Radiology.

Chiropractic Rehabilitation Residency: The Rehabilitation Residency is an intensive, clinical postgraduate program focusing on neuro-musculoskeletal rehabilitation care within an interdisciplinary clinical setting. This three-year program follows the educational requirements outlined by the American Chiropractic Rehabilitation Board.

Upon completion, the resident is eligible to sit for a diplomate (DACRB) in chiropractic rehabilitation.

## **ADDITIONAL ACADEMIC DEGREE**

(MAIN)

### **BACHELOR OF SCIENCE DEGREE**

To meet the challenges of a growing chiropractic profession, Palmer's Main Campus offers students the opportunity to earn a Bachelor of Science degree in General Science in addition to the Doctor of Chiropractic degree. For more information on the bachelor's program, see the Undergraduate Studies section of this catalog.

# TUITION AND FEES

The College establishes all tuition and fees. Contact the Student Administrative Services Office Monday through Friday between the hours of 8 a.m. and 4:30 p.m. with questions about tuition and fees.

Student loan checks and any other financial aid received by the College shall be used to cover all tuition and fees assessed for the current term and for additional fees as agreed upon in the tuition and fees agreement signed by the student. The College will accept checks by mail that are postmarked by the tuition deadline.

The College reserves the right to modify or change requirements, rules, tuition and fees. Historically, the College has found it necessary to increase tuition annually to meet the rising cost of higher education. Students will be given notice of such modifications or changes prior to the changes taking effect. Changes to tuition and fees will be posted on the College website, [palmer.edu](http://palmer.edu).

## PROMISE TO PAY

As a student, you understand that when you register for any class at Palmer College of Chiropractic, you accept full responsibility to pay all tuition, fees and other associated costs assessed as a result of your registration. Further, you understand and agree that your registration and acceptance of these terms constitutes a promissory note agreement (i.e., a financial obligation in the form of an educational loan as defined by the U.S. Bankruptcy Code at 11 U.S.C. §523(a)(8)) in which Palmer College of Chiropractic is providing you educational services, deferring some or all of your payment obligation for those services, and you promise to pay for all assessed tuition, fees and other associated costs by the published due date, the tenth day of the academic term.

You understand and agree that if you drop or withdraw from some or all of the classes for which you register, you will be responsible for paying all or a portion of tuition and fees in accordance with the published tuition refund schedule at Palmer College of Chiropractic. You agree that you have read the terms and conditions of the published tuition refund schedule and understand those terms are incorporated herein by reference. You further understand that your failure to attend class or receive a bill does not absolve you of your

financial responsibility as described above.

## PAYMENT OF FEES

Tuition and fees are due in full by the 10th day of classes. Acceptable forms of tuition payment include cash, check, Heartland Payment Systems direct draw from a checking or savings account, Heartland Payment Systems credit card transaction, or a bank wire transfer. Check payment, direct debit and wire transfers must be drawn from a U.S. bank. A transaction fee is assessed to all credit card payments through Heartland Payment Systems at the time of the transaction. Payments by check should be made payable to Palmer College of Chiropractic, indicate your student ID on the check, and send it to the address indicated on the College billing statement before the payment deadline. Checks from international countries must be payable through a United States bank in U.S. dollars. International students wishing to pay in a foreign currency may make payments through Flywire.

## TUITION DELINQUENCY AND DEFERMENT

### DEFERMENT BY DUE DATE

For certain approved loans, the due date for tuition is deferred when students sign an agreement in the Student Administrative Services Office, and if the loans conform to all of the following conditions:

- The loan will completely cover the unpaid balance of tuition.
- The loan was procured through the Financial Planning Office or from a foreign government.
- The approval of the loan was presented to the Financial Planning Office (if procured through that office) or to the Student Administrative Services Office (if procured from a foreign government) on or before the 10th day of classes.
- The tuition due date for such students is as agreed upon in the tuition and fees deferment agreement.

The term “loan” shall also include grants in which the College is the recipient of the checks(s).

## **TUITION DELIQUENCY AND IT'S CONSEQUENCES**

Any student who hasn't paid his/her tuition in full on or before the 10<sup>th</sup> day of classes, or has not completed the payment agreement, is considered delinquent.

Delinquent students are assessed a finance charge and may be removed from the class roll. Reinstatement will be determined by Student Administrative Services. All balances unpaid 30 days from the date of service will be assessed a 1% per month (12% annual rate) finance charge on the unpaid balance. There will be no exceptions.

Tuition and fees are due in full by the 10th day of classes. If students do not plan to pay in full by the 10th day of classes, a payment agreement must be completed and returned by that date. Failure to complete such an agreement could result in removal from the class roll and restriction from registration for future academic terms.

Collection Agency Fees: If you fail to pay your student account bill or any monies due and owed to Palmer College of Chiropractic by the scheduled due date, and fail to make acceptable payment arrangements to bring your account current, Palmer College of Chiropractic may refer your delinquent account to a collection agency. You are responsible for paying the collection agency fee which will become due and owing upon placement of your account with a collection agency and may be based on a percentage at a maximum of 50% of your delinquent account, together with all costs and expenses, including reasonable attorney's fees, necessary for the collection of your delinquent account. Should your account be referred to a collection agency, your delinquent account may be reported to one or more of the national credit bureaus.

## **STUDENT BILLING ACCOUNTS**

Method of Billing: Palmer College of Chiropractic uses electronic billing (e-bill) as its official billing method, and therefore you are responsible for viewing and paying your student account e-bill by the scheduled due date. Failure to review your e-bill does not constitute a valid reason for not paying your bill on time. E-bill information is available via the students Palmer Portal.

Billing Errors: Administrative, clerical or technical billing errors do not absolve you of your financial responsibility to pay the correct amount of tuition, fees and other associated financial obligations assessed as a result of your registration at Palmer College of Chiropractic.

Returned Payments/Failed Payment Agreements: If a payment made to your student account is returned by the bank for any reason, you agree to repay the original amount of the payment plus a returned payment fee of \$25. Multiple returned payments and/ or failure to comply with the terms of any payment plan or agreement you sign with Palmer College of Chiropractic may result in cancellation of your registration and/or suspension of your eligibility to register for future classes at Palmer College of Chiropractic. In the event a payment is dishonored due to insufficient funds or otherwise, you are responsible for all dishonored payments, including dishonored payments made by third parties to whom have made a payment on your behalf. The College is not responsible for any overdraft or other bank charges incurred by you as a result of an online payment authorization you establish.

Student Credit Balance Refund Checks: Financial aid funds received are first credited to your billing account to pay for current charges. Once charges are paid, any additional loan funds are disbursed directly to the student either via direct deposit to your bank account or via a paper check if direct deposit information has not been provided. Paper checks must be picked up within 21 days of processing or the check will be voided, and the amount of those funds returned to your lender.

## **FINANCIAL AID**

Aid described as "estimated" on your financial aid offer does not represent actual or guaranteed payment but is an estimate of the aid you may receive if you meet all requirements stipulated by that aid program.

Your financial aid award is contingent upon your continued enrollment and attendance in each class upon which financial aid eligibility was calculated. If you drop any class before completion, you understand that your financial aid eligibility may decrease and some or all of the financial aid awarded to you may be revoked.

If some or all of your financial aid is revoked because you dropped or failed to attend class, you agree to repay all revoked aid that was disbursed to your account and resulted in a credit balance that was refunded to you.

You agree to allow financial aid you receive to pay any and all charges assessed to your account at Palmer College of Chiropractic such as tuition, fees, service fees, fines, bookstore charges, clinical expenses or any other amount, in accordance with the terms of the aid.



Federal Aid: Federal Title IV financial aid that you receive, except for Federal Work Study wages, will be credited to your account and used to pay current charges. Title IV financial aid includes aid from the Pell Grant, Supplemental Educational Opportunity Grant (SEOG), Direct Loan, and PLUS Loan programs. You authorize Palmer College of Chiropractic to apply your Title IV financial aid to other charges assessed to your student account such as bookstore charges, service fees and fines, and any other education related charges. You further understand that this authorization will remain in effect until you rescind it and that you may withdraw it at any time by contacting the Student Administrative Services office.

Prizes, Awards, Scholarships and Grants: All prizes, awards, scholarships and grants awarded to you by Palmer College of Chiropractic will be credited to your student account and applied toward any outstanding balance. Receipt of a prize, award, scholarship or grant is considered a financial resource according to federal Title IV financial aid regulations and may therefore reduce your eligibility for other federal and/or state financial aid (i.e., loans, grants, Federal Work Study) which, if already disbursed to your student account, must be reversed and returned to the aid source.

## TUITION REFUNDS

The College must engage its faculty, carry on its administrative functions, provide the physical plant and the laboratories and make other financial plans to correspond with the number of students enrolled. When students withdraw from the College or drop a course, they leave a vacancy that cannot be filled that academic term. The following rules concerning refunds protect the College and its commitment to other students from losses when students withdraw or drop a course. Exceptions will be made only under emergency conditions determined by the College.

## REFUND POLICY

Palmer College of Chiropractic's Refund Policy for withdrawals is calculated using the official withdrawal date to pro-rate aid as well as tuition and refundable charges through the 60% point in the term. This is based on calendar days from the first day of the term through the last scheduled day of the term, including weekends and midterm breaks of less than five days. After the 60% point in the term, financial aid will not be reduced for any withdrawal, nor will any refund of tuition or other refundable charges be granted. This policy applies to all College withdrawals whether student initiated or administrative withdrawals. Financial aid awarded (if any) will be returned to the federal, state and/or Palmer programs

on a pro rata basis through the 60% point in the term. Outside scholarship or non-federal loan assistance will not be returned unless specifically requested by the provider.

Eligible charges due or paid will be refunded on a pro rata basis through the 60% point in the term. For students not borrowing federal funds, any amount due to the student will be refunded within 30 days from the date the College determines the student's withdrawal.

## FEDERAL RETURN OF TITLE IV FUNDS REFUND POLICY

Institutions are required to determine the percentage of Title IV financial aid "earned" by the student and to return the unearned portion to the appropriate federal student aid program when a student withdraws from the College. This calculation process is based on the number of days the student attended as outlined in the Federal Return of Title IV Funds Procedure below.

Title IV funds are awarded to a student under the assumption that the student will attend school for the entire period for which the assistance is awarded. This calculation is based on the number of days the student attended as outlined in the Return of Federal Financial Aid Funds Process below determining "earned" versus "unearned" aid.

## FEDERAL RETURN OF TITLE IV FUNDS PROCEDURE

The return of financial aid funds policy follows these steps:

1. Determine the percentage of the enrollment period completed by the student. If the calculated percentage is equal to or greater than 60%, the student has "earned" all aid for the enrollment period and no adjustment in financial aid occurs. The refund amount is calculated by using the first calendar day of the academic term as the first day of attendance.  
$$\text{Days Attended} \div \text{Days in Enrollment Period} = \text{Percentage Completed}$$
2. Apply the percentage completed to the Title IV aid awarded to determine the student's eligibility for financial aid prior to the withdrawal. 
$$\text{Total Aid Disbursed} \times \text{Percentage Completed} = \text{Earned Aid}$$
3. Determine the amount of unearned financial aid to be returned to the appropriate Title IV financial aid program.  
$$\text{Total Disbursed Aid} - \text{Earned Aid} = \text{Unearned Aid to be Returned}$$

- If the aid already disbursed equals the earned aid, no further action is required.
  - If the aid already disbursed is less than the earned aid, a late disbursement will be made to the student.
  - If the aid already disbursed is greater than the earned aid, the difference must be returned to the appropriate Title IV aid program.
4. Distribute the responsibility to return funds between the institution and the student. The return of federal financial aid is based on the type of financial aid disbursed and occurs in the following order:
- Direct Unsubsidized Stafford Loan
  - Direct Subsidized Stafford Loan
  - Direct PLUS Loan (for graduate students)
  - Direct PLUS Loan (for parents of undergraduate students)
  - Pell Grant
  - FSEOG
  - Student

If the type of financial aid the student is responsible for returning is a loan, the student is typically not required to immediately repay the amount since the grace period for the loan (generally six months) is invoked. Occasionally, a loan must be fully cancelled, and the loan amount will appear on the student's billing account. A loan repayment grace period for Federal loans will begin on the day of the student's withdrawal from Palmer College of Chiropractic. Students should contact their lender if they have questions regarding their grace period or repayment status. For examples regarding the application of the Return of Title IV Funds procedures, the student should contact the Office of Financial Planning.

For students not borrowing federal funds, any amount due to the student will be refunded within 30 days from the date the College determines the student's withdrawal.

## **TIMEFRAME FOR RETURNING FUNDS**

The institution must return its share of unearned Title IV funds no later than 45 days after it determines that the student withdrew. Notification to the student will be sent stating what the institution will be returning and their obligations. Students return their share of unearned aid attributable to a loan under the terms and conditions of the loan promissory note. Students have 45 days once notified to resolve any grant overpayment by one of the following two ways:

1. Repay the overpayment in full to the institution; or
2. Sign a repayment agreement with the institution.

If a student refuses to make payment or payment arrangements on any Title IV program, Palmer College of Chiropractic is required to report the overpayment to the Department of Education.

## **POST-WITHDRAWAL DISBURSEMENTS**

A student who earned more aid than was disbursed prior to withdrawal could be due a post-withdrawal disbursement. Disbursements must be made from available grant funds before loans. Palmer College of Chiropractic will contact a withdrawn student prior to making a post-withdrawal disbursement of loan funds to determine if those funds are still required by the student, and if so, explain the student's obligation to repay those funds. Any portion of a post-withdrawal disbursement not credited to the student's account will be offered (in writing or electronically) as a cash disbursement to the student within 30 days of the withdrawal date. The student has 14 calendar days to respond to the Office of Financial Planning. Palmer College of Chiropractic will return the post-withdrawal disbursement to the Department of Education if no response is received within the 14-day timeframe or funds are declined by the student (or parent in the case of a Parent PLUS loan).

## **WITHDRAWALS**

Students who withdraw from the College may experience a reduction in their financial aid and may be required to refund or repay a portion of their financial aid. Regardless of payment source for tuition, the process for determining if and how much aid or funds returned to the student may need to be repaid can be found under the Federal Return of Title IV Funds Procedures section.

If a student withdraws, the College is responsible for notifying the student's Federal loan lender of the date of the withdrawal via the National Student Loan Clearinghouse. The student is responsible for notifying the private or alternative loan lender of the date of the withdrawal. A loan repayment grace period for Federal loans will begin on the day of the student's withdrawal from the College. Students should contact their lender if they have questions regarding their grace period or repayment status.

For information on withdrawal procedures, refer to Withdrawal from the College within the Academic Affairs section.



## UNOFFICIAL WITHDRAWALS

Per federal regulations, schools are required to review students who received federal financial aid and did not pass any courses. An assessment must be made to determine whether the student earned the non-passing grades while attending classes or stopped attending classes but did not officially withdraw. Students who stopped attending classes may be required to repay a portion of the federal financial aid for that academic term. If it is determined that a student never began attendance in some or all courses, aid may be cancelled completely.

Federal financial aid recipients who are not attending class are identified at the term midpoint by course instructors. If a student is identified as not attending one or more courses, they will receive an email from the Registrar outlining the College's policy on official and unofficial withdrawals. Students no longer attending class are encouraged to officially drop individual courses or withdraw entirely from the College through the Office of the Registrar.

If a student follows College procedures and withdraws officially, they will have an official withdrawal date and their financial aid refund calculation will be completed according to the Federal Return of Title IV Funds Procedure stated.

At the end of each term, all federal financial aid recipients who receive no passing grades (any combination of F, I, or W) will be reviewed to determine if the non-passing grade was earned while attending or due to no longer attending class. The Registrar will contact each course instructor to determine the last date of attendance or academic activity. Students will also be given the opportunity to provide documentation of attendance or academic activity.

The midpoint of the academic term is used to calculate the amount of federal financial aid refund the student owes unless a later date of academic activity can be verified by the student or instructor. If no attendance or academic activity can be verified by the instructor or student, it will be assumed the student did not ever attend the class. If half-time attendance or academic activity cannot be verified, all aid may be cancelled.

If academic activity beyond the midpoint of the academic term can be verified in even a single course by the student or an instructor and it can be verified the student began attendance in all courses, the amount of financial aid the student is required to repay may be reduced. If academic activity beyond the 60% point of the academic term can be verified in even a single course by the student or an instructor and the student

began attendance in all courses, the student may not need to repay any financial aid.

If a student unofficially withdraws, any refund owed to a federal financial aid program is the student's responsibility and will appear as a charge on the student's billing account. Students with outstanding balances on their billing account cannot register for classes and cannot receive official transcripts.

## DROPPING COURSES REFUND POLICY

Dropping a course is defined as removing one or more, but not all, courses currently enrolled in.

The College will refund 100% of institutional charges for the period of enrollment for which the student was charged if a student drops a course or courses on or before the end of the last day of student registration, 5th day of the academic term.

The College will refund at least 50% of the tuition charges if the student drops a course or courses between the end of the add/drop period and the end of the first 25% (in time) of the period of enrollment for which the student was charged.

The College will refund at least 25% of the tuition charges if the student drops a course or courses between the end of the first 25% (in time) and the end of the first 50% (in time) of the period of enrollment for which the student was charged.

## TITLE IV DEFAULT RATES

All three Palmer campuses combined:

2021.....	0.0%
2020.....	0.0%
2019.....	0.0%
2018.....	1.2%

## TUITION AND FEES

### DOCTOR OF CHIROPRACTIC (D.C.) PROGRAM

#### TRIMESTER CURRICULUM - MAIN CAMPUS AND FLORIDA CAMPUS:

**Trimester tuition for terms one through seven:** Trimester tuition for students registered between 16 and 21 credit hours is \$13,416 for the 2024-2025 academic year. Students registered for fewer than 16 hours will be charged \$839 per credit hour. Students registered for more than 21 credit hours will be charged \$13,416 plus \$839 per each additional credit hour above 21 hours.

**Trimester tuition for terms eight through ten:** Students registered in clinic practicum courses are charged a flat rate for the clinic course as follows: Clinic II: \$10,060; Clinic III: \$10,060; Clinic IV: \$12,577. In addition to the clinic practicum charge, each non-clinic practicum credit hour registered will be charged \$839 per credit hour.

**Estimated per-term cost of attendance for the 2024-2025 year – Main Campus Trimesters**

Tuition	\$13,416
Institutional Fees	\$20
Books, course materials, supplies and equipment	\$480
Transportation	\$1,465
Miscellaneous personal expenses	\$2,245
Housing and food	\$4,510
Federal student loan fees	\$342
Total per trimester:	\$22,478

**Estimated per-term cost of attendance for the 2024-2025 year – Florida Campus Trimesters**

Tuition	\$13,416
Institutional Fees	\$20
Books, course materials, supplies and equipment	\$476
Transportation	\$1,720
Miscellaneous personal expenses	\$2,745
Housing and food	\$6,895
Federal student loan fees	\$400
Total per trimester:	\$25,672

**QUARTER CURRICULUM - FLORIDA CAMPUS:**

**Quarter tuition for terms ten through thirteen:** Students registered in clinic practicum courses are charged a flat rate for the clinic course as follows:  
Patient Management I, II, III and PDQ: \$8,256 each course. In addition to the clinic practicum charge, each non-clinic practicum credit hour registered will be charged \$635 per credit hour.

**Estimated per-term cost of attendance for the 2024-2025 year – Florida Campus Quarters**

Tuition	\$10,161
Institutional Fees	\$20

Books, course materials, supplies and equipment	\$321
Transportation	\$1,329
Miscellaneous personal expenses	\$2,124
Housing and food	\$5,056
Federal student loan fees	\$408
Total per quarter:	\$19,419

**CLINICAL ENRICHMENT PROGRAM FEES  
MAIN CAMPUS:**

Clinical-enrichment courses are \$252 per elective. McKenzie elective and Select Functional Movement Assessment electives have a different course fee which is determined when the course is scheduled.

**FLORIDA CAMPUS:**

All clinical enrichment courses are \$168 per elective.

A drop fee of \$10 will be assessed on all registered clinical-enrichment courses dropped at least 21 days before the course’s first scheduled class day. A \$50 drop fee will be assessed for all registered Clinical-enrichment courses that are dropped less than 21 days from the course’s first scheduled class day.

**NON-REFUNDABLE FEES  
DOCTOR OF CHIROPRACTIC DEGREE PROGRAM**

Application fee (one-time fee).....	\$100
Tuition deposit.....	\$200
Enrollment/matriculation fee.....	\$150
Activity fee (per term).....	\$20
Liability insurance assessed at the start of fourth term.....	\$245
Self-remediation exam.....	\$100

**FEES APPLICABLE TO ALL PROGRAMS**

Payment of delinquent tuition:  
(APR service fee on monthly unpaid balances) .  
12% Collection fee on  
non-sufficient funds check.....\$25  
Duplicate diploma.....\$30  
Transcript fee.....\$5  
Transcripts cover courses taken at Palmer College of  
Chiropractic only. No official document is issued to anyone  
with outstanding obligations to the College. Non-payment of  
tuition when due may result in the discontinuance of  
registration, the loss of eligibility for registering for the

following term, a hold on records (transcripts, grades, etc.), or all of the preceding.

**BACHELOR OF SCIENCE DEGREE PROGRAM**

Trimester tuition for students completing courses in the B.S. degree program is \$260 per credit hour for the 2024-2025 academic year.

**Nonrefundable Fees:**

Application fee.....	\$50
Evaluation fee.....	\$100
Graduation and record fee.....	\$100
Activity fee (per term) .....	\$20

**Estimated per-term cost of attendance for the 2024-2025 year**

Tuition	\$3,120 (12 credits)
Institutional Fees	\$20
Books, course materials, supplies and equipment	\$625
Transportation	\$1,465
Miscellaneous personal expenses	\$2,245
Housing and food	\$4,510
Federal student loan fees	\$31
Total per trimester:	\$12,016

**ESTIMATED COST OF BOOKS AND EQUIPMENT PER ACADEMIC TERM DOCTOR OF CHIROPRACTIC DEGREE PROGRAM**

During each academic term, the student will be required to purchase textbooks and supplies for use in the academic program. The cost of textbooks and supplies per academic term is estimated to be:

Main Campus.....	\$480
Florida Campus, Trimester Curriculum.....	\$476
Florida Quarter Curriculum.....	\$321

Students on each campus will be required to purchase diagnostic equipment prior to entering the clinical portion of the academic program. Cost for the equipment may vary based upon the campus and curriculum. The academic term in which the equipment is required will also vary from campus to campus. The student budget will be adjusted accordingly for the academic term and the purchase of the equipment. The estimated cost of equipment is \$1,320.

**CHECKS**

The Student Administrative Services Office does not provide check-cashing services for students. However, checks may be written for charges incurred on school accounts for tuition, fees and Campus Store purchases. Checks written to Palmer that are returned by the bank will incur a charge of \$25. A student who has more than one non-sufficient funds check returned may be required to make future payments with currency or certified funds.

**LIBRARY FINES**

Students are sent a courtesy reminder to their College email prior to the due date. Students are responsible for all fines, fees and replacement costs and untimely renewals.

**FINES AND CHARGES**

Fines and charges will be posted to the student’s account and a hold will be placed on registration/ graduation until payment is rendered. Outstanding fines will be paid at the Student Administrative Services Office.

# FINANCIAL AID/SCHOLARSHIPS

Palmer College of Chiropractic assists students and their families as fully as possible to finance their educational expenses. All degree-seeking students may apply for financial aid. All student financial aid is administered by and coordinated through the Financial Planning Office.

Students applying for financial aid must be officially accepted for admission before any financial aid can be awarded. Students must maintain Satisfactory Academic Progress (SAP) in order to retain federal and institutional financial aid eligibility.

## FEDERAL FINANCIAL AID

U.S. citizens and eligible non-citizens are required to complete the Free Application for Federal Student Aid (FAFSA) each year they seek federal financial aid. The information provided is used to create an analysis of each student's financial ability to contribute toward his or her educational costs. Students may complete the FAFSA application at <https://studentaid.gov/h/apply-for-aid/fafsa>. <https://studentaid.gov>. Palmer's school code is 012300. The Office of Financial Planning may require other information in addition to the FAFSA to determine financial aid eligibility.

There is no deadline to apply for financial aid, and students can apply throughout the academic year, however some resources are limited and awarded on a first come-first served basis. Students are encouraged to apply and complete their financial aid documents as soon as possible upon admission to the College.

Prior to beginning enrollment at the College, and each award year (July 1-June 30) following, students will receive notification from the Office of Financial Planning disclosing the student's direct and indirect expenses for the upcoming year, and an offer of financial aid to assist in covering expenses. Palmer utilizes a passive acceptance model for financial aid. If there are no modifications or cancellations requested by the student the financial aid offer is considered accepted and will be disbursed accordingly.

## FEDERAL FINANCIAL AID ELIGIBILITY

To be eligible for federal aid a student must:

- Be a U.S. citizen or eligible non-citizen;
- Complete the FAFSA
- Have a valid Social Security number (unless you are from the Republic of the Marshall Islands, the Federated States of Micronesia or the Republic of Palau);
- Have a high school diploma or a General Education Development (GED) certificate or pass an exam approved by the U.S. Department of Education;
- Be enrolled or accepted for enrollment as a regular student working toward a degree;
- Demonstrate financial need (except for certain loans);
- Maintain satisfactory academic progress as defined by the College;
- Not be in default on any loan or owe a refund on any grant made to you under Title IV of the Higher Education Act of 1965 at this or any other institution; and
- Certify that you will use federal student aid only for educational purposes.

Some financial aid programs, including Federal Work-Study, Federal Supplemental Educational Opportunity Grants (undergraduate students only) and Direct Subsidized loans are need-based student financial aid programs. Under each program, the College must determine whether or not a student has financial "need". The College determines a student's financial need by subtracting their Student Aid Index (SAI) which is the amount the student may reasonably be expected to contribute toward the student's educational cost from the student's cost of attendance budget. The Financial Planning Office also considers outside sources of aid or benefits (such as scholarships, fee waivers and tuition reimbursement) in determining the student's financial need. Eligibility is determined by completion of the FAFSA.

Annual loan limits are awarded over an academic year (nine months or three quarters for our quarter-based curriculum, and eight months or two trimesters for our trimester-based curriculums on our Davenport, Iowa and Port Orange, Florida campuses) while campus-based programs are awarded on a fiscal year/annual basis.

## FEDERAL FINANCIAL AID APPLICATION PROCESS

### New Applicants

Prospective students should complete the steps to apply for financial aid before they are officially admitted to the College, however, financial aid will not be awarded until the student is officially admitted.

### Renewal

All continuing students must reapply for financial aid annually. Renewable financial aid is conditionally based on a student's ability to maintain Satisfactory Academic Progress (SAP) and financial aid eligibility. For continuing students, the act of not requesting a modification to the financial aid offered is interpreted as acceptance on the student's part. Offers of financial aid are emailed to a current student email account.

### FAFSA

To apply for federal financial aid, complete the steps below:

**Step 1: Complete the Free Application for Federal Student Aid (FAFSA)** by using "FAFSA on the Web" at <https://studentaid.gov>. The information submitted on the FAFSA is used to evaluate a student's ability to contribute towards their cost of attendance. When you enter a school code of 012300 a copy of the results will be sent to the College.

**Step 2: Complete Federal Student Aid Entrance Counseling.** This process informs the student of aid terms, rights and responsibilities and repayment information. Borrowing a student loan is a serious financial obligation, and the entrance counseling will provide you with the important information you need to know to be able to make an informed decision about student loan borrowing.

**Step 3: Complete and sign the electronic Master Promissory Note (MPN)** at <https://studentaid.gov>. The MPN is a legal document in which you promise to repay your loan(s) and any accrued interest and fees to the U.S. Department of Education. It also explains the terms and conditions of your loan(s).

### FAFSA Results

After the federal processor has processed a student's FAFSA, the student will receive a Student Aid Report (SAR). This summarizes the information on the student's FAFSA and indicates the Student Aid Index (SAI) the amount the family is expected to contribute towards the student's educational expenses for the year. The Office of Financial Planning will receive the FAFSA results as long as the student

has listed the College on the FAFSA with school code 012300.

## SUBMITTING DOCUMENTS TO THE OFFICE OF FINANCIAL PLANNING

Financial aid cannot be disbursed until a student's financial aid file is complete. During the financial aid process, the student may be asked to submit additional information in order to process financial aid. Failure to turn in all requested documents to the Office of Financial Planning by the specified deadline in the request may result in the loss of financial aid for which the student may otherwise have been eligible.

### VERIFICATION

A student may be selected for verification. Verification is an additional level of scrutiny required by the federal government and provides specific documents verifying income, family size, or other data. When this occurs, the student will be notified via the SAR and the Office of Financial Planning will contact the student to obtain the necessary documentation.

## TYPES OF FINANCIAL AID

### Direct Unsubsidized Loans

The student borrower is required to complete the Free Application for Federal Student Aid (FAFSA) in order to qualify for the award and must complete additional federal and institutional requirements prior to disbursement of the award. This loan is not based on financial need and is available to all eligible students.

The U.S. Department of Education limits the amount of funds a student can borrow annually and over a lifetime. The limit is based on the student borrower's degree program, amount of credits earned toward the degree and dependency status.

The interest rate varies annually, but once the loan is disbursed, the interest rate is fixed for the life of the loan. There is also a loan origination fee. The student borrower is responsible for the interest that accrues from the time the funds are disbursed until the loan is paid in full. There is a six-month grace period before repayment (after the borrower graduates, leaves school or drops below half-time enrollment).

### Direct PLUS Loans for Graduate Professional Students (GradPLUS)

GradPLUS loans are provided by the U.S. Department of Education to graduate/professional students to pay for educational expenses in excess of what is provided by the Direct Unsubsidized Loan. The student borrower is required to



complete the Free Application for Federal Student Aid (FAFSA) in order to qualify for the award and must complete additional federal and institutional requirements prior to disbursement of the award.

The interest rate varies annually but once the loan is disbursed the interest rate is fixed for the life of the loan. There is also a loan origination fee. The student borrower is subject to a credit check and the credit check must not result in an adverse credit decision. If declined, borrowers may appeal the credit decision or obtain a credit worthy endorser (i.e. cosigner). There is no grace period. In-school deferment is available to postpone payments for borrowers who are enrolled at least half-time.

## **STUDENT EMPLOYMENT PROGRAM**

The Student Employment Program is designed to provide employment opportunities for eligible students to help finance their College expenses. Job openings are advertised on campus and students may apply if they are enrolled in classes at least half-time and are making satisfactory academic progress. The maximum yearly work-study award is determined by the Financial Planning Office.

## **SCHOLARSHIPS**

Palmer College of Chiropractic scholarships and grants recognize students with outstanding academic performance, exceptional financial need, extracurricular contributions to the College, and chiropractic community and/or other criteria.

Scholarships are made available to students annually through donations or internally generated funds. Descriptions, applications and deadlines for available scholarships are advertised each term by the Financial Planning Office. Palmer College students are encouraged to apply. All scholarships and grants are considered to be part of a student's financial aid award package.

## **FEDERAL FINANCIAL AID PROGRAMS - UNDERGRADUATE STUDENTS ONLY**

### **FEDERAL PELL GRANT –**

### **UNDERGRADUATE STUDENTS ONLY**

A Federal Pell Grant, unlike a loan, does not have to be repaid. The award amount depends on the student's financial need, costs to attend school, status as a full-time or part-time student, and plans to attend school for a full fiscal year or less. Students holding a bachelor's degree are not eligible.

## **FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT (FSEOG)**

A FSEOG award is reserved for undergraduate students with exceptional financial need. Federal Pell Grant recipients with the lowest Student Aid Index (SAI) will be considered first for a FSEOG award. Similar to the Pell grant, the FSEOG does not have to be repaid.

## **DIRECT SUBSIDIZED LOANS – UNDERGRADUATE STUDENTS ONLY**

The student borrower is required to complete the Free Application for Federal Student Aid (FAFSA) in order to qualify for the award and must complete additional federal and institutional requirements prior to disbursement of the award. Eligibility is based on financial need as determined by the FAFSA.

The U.S. Department of Education limits the amount of funds a student can borrow annually and over a lifetime. The limit is based on the student borrower's degree program, amount of credits earned toward the degree and dependency status.

The interest rate varies annually but once the loan is disbursed the interest rate is fixed for the life of the loan. There is also a loan origination fee. The student borrower does not pay interest that accrues while the student is in school at least half-time. Interest begins accruing and is the student borrower's responsibility to pay once the student drops below half-time status, withdraws from classes or graduates. There is a six-month grace period before repayment (after the borrower graduates, leaves school or drops below half-time enrollment).

## **DIRECT PLUS LOANS FOR PARENTS OF UNDERGRADUATES (PARENT PLUS)**

Parent PLUS loans are provided by the U.S. Department of Education to parents of dependent students to cover educational costs. Parent PLUS loans may be borrowed in addition to or instead of the federal subsidized and federal unsubsidized loans.

The interest rate varies annually but once the loan is disbursed the interest rate is fixed for the life of the loan. There is also a loan origination fee. The parent borrower is subject to a credit check and the credit check must not result in an adverse credit decision. There is no grace period. Repayment begins 60 days after the loan funds are fully disbursed.



There may be forbearance options available to postpone repayment while the student for whom the loan was borrowed is enrolled at least half-time. Borrowers should contact their loan servicer for details.

## SATISFACTORY ACADEMIC PROGRESS (SAP)

The Financial Planning Office is required by federal regulations to monitor that all enrolled students are making Satisfactory Academic Progress (SAP) towards completion of their degree. All students are monitored for SAP regardless of their eligibility or intent to receive financial aid. A student who does not meet the SAP requirements may lose eligibility to receive Federal Title IV aid including the Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (FSEOG), Federal Direct Loans (subsidized or unsubsidized), Federal Direct PLUS Loans, Federal Work-Study and all sources of institutional aid including endowed and gift scholarships.

A new student is considered to be meeting SAP requirements upon admission into a degree program. The academic records of all students are reviewed at the end of every term to determine if SAP requirements are being met. All periods of a student's enrollment, whether or not the student received aid, are included in the SAP review. A student who does not meet any one of the eligibility criteria (stated below) is determined to not be making SAP towards completion of their degree.

Students may continue to receive financial aid by meeting all of the following criteria which have been established as the minimum standards for making SAP.

## SATISFACTORY ACADEMIC PROGRESS ELIGIBILITY CRITERIA

**Minimum cumulative grade point average requirement:** A student must maintain a minimum cumulative grade point average (GPA) to retain financial aid eligibility. A minimum cumulative GPA of 2.0 must be earned for all undergraduate students and students in the Doctor of Chiropractic Program. **Transfer:** A transfer student's GPA earned on classes accepted for transfer credit toward degree requirements is not included in the calculation of cumulative GPA.

**Minimum cumulative pace requirement (credit hour completion rate):** The cumulative rate of credit hours successfully completed as a percentage of cumulative credit hours attempted is a measure of the pace at which a student is progressing toward a degree. A student must successfully

complete at least 67% of cumulative attempted hours by the end of each term. A student is deemed to have successfully completed a course in which a grade of A, B, C or P is earned. Credits attempted will be the total of those credits for which a student is registered at the conclusion of the add/drop period as defined by the College.

**Transfer:** Credits accepted by Palmer toward degree requirements are included as both credit hours successfully completed, and credit hours attempted in the calculation of pace.

**Maximum time frame requirement:** The maximum number of credit hours allowable to complete a degree is 150% of the credit hours normally required to complete the degree program. **Transfer:** Credits accepted by Palmer toward degree requirements are included in the computation of maximum time frame.

## ACADEMIC STANDING

A student who meets the above criteria but is placed on Academic Warning, Academic Probation or Academic Management Contract by the Academic Standing Committee does not meet the SAP requirements.

## TREATMENT OF COURSE WITHDRAWALS, INCOMPLETES, REPEATED COURSES AND ELECTIVES

**Withdrawals (W or AW):** Courses dropped before the conclusion of the add/drop period that no longer appear on the student's transcript will not count as a course attempted. Courses dropped after the add/drop period for which the student receives a "W" or "AW" grade, will count as a course attempted.

**Incompletes (I):** If a student has an incomplete grade in a course at the time of SAP review and the outcome of the grade in that course will affect whether or not a student meets the SAP eligibility criteria, the student record will not be reviewed for SAP, and financial aid will be on hold until the incomplete grade has been processed into a final grade.

**Repeated courses:** For courses repeated, only the most recent grade is included in the cumulative GPA. All repeated courses will be included in attempted hours.

**Electives:** Elective classes that are not counted towards a student's degree program are not included in the SAP review.

This includes bachelor classes taken while enrolled in the Doctor of Chiropractic Program. If an elective is a part of the degree program requirements, it will be included in the SAP review.

## SATISFACTORY ACADEMIC PROGRESS STATUSES

**Financial Aid Eligible:** This status is assigned to a student who meets the SAP eligibility criteria. A student with this assigned status is eligible to receive financial aid.

**Financial Aid Warning:** A student that does not meet the SAP eligibility criteria is placed on Financial Aid Warning for the term following the deficiency. A student is eligible to receive financial aid during the warning period. At the end of the warning period, a student's performance will be reviewed against the SAP eligibility criteria and if found to be in compliance will be assigned the Financial Aid Eligible status. If a student again does not meet the SAP eligibility criteria (including the repetition of an Academic Warning status) the student will have the opportunity to appeal. See the section titled "Satisfactory Academic Progress Appeals."

**Financial Aid Probation:** A student who has been placed on Financial Aid Warning status and does not meet the SAP eligibility criteria at the end of that term, but who submits a SAP appeal that is granted by the Financial Aid Appeals Committee, is considered to be on Financial Aid Probation for the following term. A student is eligible to receive financial aid during the probation period. At the end of the probation period, a student's performance will be reviewed against the SAP eligibility criteria and if found to be in compliance will be assigned the Financial Aid Eligible status. If a student does not meet the SAP eligibility criteria, the student will be placed on the Financial Aid Termination status.

**Financial Aid Termination:** A student who does not meet the SAP eligibility criteria at the conclusion of the Financial Aid Warning period and who either fails to appeal or has the appeal denied will be placed on Financial Aid Termination. Additionally, a student who does not meet the SAP eligibility criteria at the conclusion of the Financial Aid Probation period will be placed on Financial Aid Termination. Financial aid cannot be received while on this status. In order to return to Financial Aid Eligible status, the student must correct the identified deficiencies.

## SATISFACTORY ACADEMIC PROGRESS APPEALS

A student who does not meet the SAP eligibility criteria at the conclusion of the term in which the student was put on a Financial Aid Warning status may file a written appeal. The student must clearly explain the extenuating circumstances as to why the SAP eligibility criteria was not met and provide proper documentation to support the extenuating circumstances. Circumstances may include (but are not limited to) significant medical issues or death of an immediate family member. The appeal must also include an explanation of what has changed in the student's situation that will allow the student to demonstrate satisfactory academic progress at the next evaluation.

Students will have the option of attending/enrolling in classes when an appeal is necessary. However, financial aid eligibility will not be calculated and released unless the appeal is approved. If the appeal is denied, the student is responsible for any balance owed to the College. The appeal must be submitted to the Financial Planning Office by the deadline specified by the department. The Financial Aid Appeals Committee will evaluate the merits of the appeal by reviewing the documentation submitted as well as the student's previous academic performance at Palmer. The Committee may request additional information or documentation as needed and will advise the student of the final determination.

An appeal will only be granted if it can be determined that the student will be able to meet SAP eligibility criteria after the subsequent period. If it is determined that circumstances beyond the student's control prohibit the student from making SAP, at the Committee's discretion, an academic plan may be developed with the student to ensure that the student is able to meet SAP eligibility criteria by a specific point in time.

## SPECIAL CIRCUMSTANCES

**Academic Program Change:** After a student begins enrollment in an academic program, the student may switch to another academic program offered by the College. Any credits accepted towards the new academic program degree requirements will be included in the calculation of cumulative pace and maximum time frame and excluded from the calculation of cumulative GPA.

**Re-Entry after Withdrawal:** A student requesting re-entry into the College will return with the SAP status calculated at the time of withdrawal.

## NOTIFICATION

Only students not meeting all satisfactory academic progress eligibility criteria will be notified by the Financial Planning Office.

## STUDENTS' FINANCIAL AID/ SCHOLARSHIP RESPONSIBILITIES

Students have the following responsibilities regarding financial aid/scholarship programs:

- To review and consider all information about financial aid programs before enrollment.
- To complete all application forms accurately and submit them on time to the Financial Planning Office as well as to student loan servicers. Errors can result in delays in receipt of financial aid. Intentional misreporting of information on application forms for federal financial aid is a violation of the law and is considered a criminal offense subject to penalties under the U.S. Criminal Code.
- To return all additional documentation, verification, corrections and new information requested by either the Financial Planning Office or the agency to which the application was submitted.
- To read and understand all forms required for financial aid and keep copies of same.
- To notify both the lender and the Financial Planning Office of changes in names, address or school status that would affect the student loan.
- To inform the Financial Planning Office of any and all outside scholarships or resources available to assist you in attending the College.
- To be in good academic standing with the College as well as maintaining Satisfactory Academic Progress.
- To apply for aid each school year, since aid programs do not continue from one year to the next.

## EMPLOYMENT

Opportunities for employment may exist at the College outside of the Student Employment Program. Job offerings are listed through the Human Resources Office at <https://www.palmer.edu/work-for-palmer/>.

The College is an EEO AA M/F/Vet/Disabled employer. Applicants who may require access accommodations are encouraged to contact the Human Resources Office.

## TRANSFER STUDENTS

Transfer students who would like to receive financial aid should request financial aid information from the Financial Planning Office and complete the required documents. Once documentation is complete and advance standing has been determined, the amount of your award can be determined.

## VETERANS BENEFITS

Veterans who have applied for and been approved to use Veteran educational benefits should contact the Student Administrative Services Office for information on the general features of the V.A. program under which they could receive benefits as students at the College. For further information on Veterans benefit eligibility, how to apply for benefits, or to resolve specific problems, veterans should contact the Department of Veteran Affairs at 888-GIBILL-1 888-442-4551 or visit <http://www.va.gov/education>.

For Post 9/11 GI Bill (Ch 33) students and VA Vocational Rehabilitation and Employment (Ch 31) students, our tuition policy complies with 38 USC 3679(e) which means Post 9/11 and Vocational Rehabilitation and Employment students will not be charged or otherwise penalized due to a delay in VA tuition and fee payments. For eligibility consideration, a Post 9/11 GI Bill student must submit a VA Certificate of Eligibility (COE) and a Vocational Rehabilitation Student must provide a VAF 28-1905 form. Please list all additional requirements your school will ask a student to satisfy which are permitted under 38 USC 3679(e). Please see 38 USC 3679(e) for complete details.

GI Bill is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at [www.benefits.va.gov/gibill](http://www.benefits.va.gov/gibill).

## VETERANS REFUND POLICY

Palmer has and maintains a policy for the refund of the unused portion of veterans' educational benefits of tuition, fees and other charges in the event the veteran or eligible person fails to enter the course or withdraws or is discontinued from, at any time prior to the completion of his/her course(s). If a student receives title IV funds and veterans' educational benefits for tuition in a given term and a course is dropped or the student withdraws in full and a reduction of tuition occurs, the college will report to the Veteran's Affairs the change in course status. Funds may be required to be returned to the VA which may result in a balance owed to the school.

# DOCTOR OF CHIROPRACTIC DEGREE ADMISSIONS REQUIREMENTS

Palmer College of Chiropractic follows guidelines established by the Council on Chiropractic Education (CCE), which is recognized by the U.S. Department of Education for the accreditation of programs and institutions offering the Doctor of Chiropractic degree. The College also is accredited by the Higher Learning Commission and The CCE requires students to have earned 90 semester hours with a 3.0/4.0 cumulative grade point average for admission into a Doctor of Chiropractic degree program. The 90 hours will include a minimum of 24 semester hours in Life and Physical Science courses with at least half of these courses having a substantive laboratory component. Palmer strongly encourages interested students to contact an Admissions Counselor.

Applicants who do not meet the CCE Admissions requirements may be eligible under the alternative admissions track plan (AATP). This point of entry requires the applicant file to be reviewed by a committee. Decisions for admissions are determined on a case-by-case basis.

## FOR PROSPECTIVE STUDENTS WITH AN UNDERGRADUATE DEGREE

Palmer considers applicants from all undergraduate majors. A few of our most prevalent undergraduate majors are pre-medicine and pre-dentistry, exercise physiology, athletic training, kinesiology, physical therapy, biology, nursing, health science and chemistry. The College values a diverse, broadly educated student body. We encourage all prospective students with an interest in chiropractic to apply to the Doctor of Chiropractic Degree Program. An applicant does not need to hold a degree in a health- or science-related discipline to succeed. Many students with non-health- science degrees have excelled in the program. Such students hold degrees in disciplines as varied as psychology, marketing, anthropology, management, communications, mathematics, sociology, business, criminal justice, history, liberal studies, engineering, education and religion.

## FOR PROSPECTIVE STUDENTS CURRENTLY PURSUING OR PLANNING AN UNDERGRADUATE EDUCATION

Palmer encourages prospective students to pursue a well-rounded education with coursework that includes 24 science credits, half with labs, that may include biology (human anatomy and physiology, embryology, genetics, microbiology, immunology, cellular biology, exercise physiology and kinesiology), chemistry (general chemistry, organic chemistry, analytical chemistry, biochemistry, toxicology/pharmacology, nutrition and nuclear medicine), and physical sciences (physics, biomechanics and statistics).

## CREDIT BY EXAMINATIONS

A maximum of 20 semester hours is acceptable via College Level Examination Program (CLEP) or other college proficiency exams such as Defense Action for Non-Traditional Educational Support (DANTES); Program Evaluation Procedure (PEP); or New York Board of Regents College Examinations. Such equivalence will only be acceptable if the applicant has had certification of the credits by an institution accredited at the college level by an accrediting organization that is listed as nationally recognized by the U.S. Department of Education. Palmer College of Chiropractic's Davenport, Iowa, campus and Port Orange, Florida., campus institutional code is 6593.

## MILITARY CREDIT

The College will accept up to 12 semester credit hours of non-academic military training as long as the credit has been transcribed by a regionally accredited institution.

## VOCATIONAL/TECHNICAL CREDIT

The College will accept up to 15 semester credit hours of vocational/technical credit as long as the credit has been transcribed by a regionally accredited institution.

## ARTICULATION AGREEMENTS

Articulation Agreements are programs specifically developed for prospective students who intend to pursue a chiropractic education and a bachelor's degree. These agreements are intended to allow for a smooth transition for prospective students who transfer to one of Palmer's three campuses from their undergraduate institution.

## 3 + 1 PROGRAM

Through a 3+1 agreement, prospective students complete three years at an undergraduate institution. The first year of academic credits earned at Palmer College will transfer back to the undergraduate institution. Thereby the student is allowed to complete his or her undergraduate degree while finishing the first year of the Doctor of Chiropractic degree program.

## B.S. AGREEMENT

B.S. agreements are intended to allow prospective students a smooth transition from an undergraduate institution to the Bachelor of Science Program at the Main campus.

## PREREQUISITE EDUCATION

Palmer's intensive curriculum demands thorough undergraduate preparation. During the admission process, each candidate is evaluated on academic performance, science courses performance and the total number of hours of college credit completed. All applicants must furnish proof of having acquired a minimum of 90 semester hours of college credit leading toward a bachelor's degree at an institution or institutions accredited at the college level by an accrediting body that has been listed as nationally recognized by the U.S. Department of Education. The 90 semester hours for all entering students must have a cumulative grade point average of a 3.0 on a 4.0 scale. In situations in which one or more courses have been repeated with equivalent courses at the same institution, the higher grade(s), regardless of sequencing, may be used for grade point average computation and the other grade(s) may be disregarded. If your grade point average falls below the present CCE minimum, please contact the Office of Admissions/Enrollment.

The required credits must be earned with a grade of 2.00/4.00 or better. Undergraduate credit earned at a nationally accredited college or university must be applicable toward a bachelor's degree.

It is imperative that students research and understand the requirements of the state, province and/or country where they wish to be licensed. Such information is available from the Federation of Chiropractic Licensing Boards' website: [www.fclb.org](http://www.fclb.org).

Council on Chiropractic Education (CCE) standards require eligible applicants to have a 3.0 GPA and 90 total semester hours (135 quarter hours) completed. Students can be accepted under the Alternative Admissions Track Plan with a 2.75 GPA and committee review. An educational institution may contact the Office of Admissions/Enrollment for assistance and advice concerning its particular scholastic curriculum, as well as the introduction of a pre-chiropractic program at the institution.

## TECHNICAL, ACADEMIC AND PROFESSIONAL STANDARDS

To be qualified for the study of chiropractic at Palmer, all qualified applicants and enrolled students must in addition to academic admission requirements, meet the technical, academic and professional standards as well as meet the academic requirement for each individual course and other published College policies with or without approved reasonable accommodations/academic adjustments.

All individuals considering, applying or enrolling in the Doctor of Chiropractic Degree Program must carefully review the technical, academic and professional standards to better understand what is expected at Palmer College of Chiropractic and ensure they are otherwise qualified to engage as a Palmer College student.

For more information see the Academic Programs section of this catalog or you may access The College's Technical, Academic, and Professional Standards for Admission to, Continuation in and Graduation from the Palmer College Doctor of Chiropractic Program on the College's website at: [ip-technical-standards-1.pdf](http://ip-technical-standards-1.pdf) ([palmer.edu](http://palmer.edu)).



# APPLICATION PROCEDURES

The following information is for all applicants to the Doctor of Chiropractic degree program.

1. Prospective students are encouraged to submit an application online clicking [www.palmer.edu/apply](http://www.palmer.edu/apply). *Submit the* application to the Office Admissions/Enrollment, along with a non-refundable application fee of \$100. Checks should be made payable to Palmer College of Chiropractic. Although not required, we recommend that interested students should apply at least one year in advance. Upon receipt, an Admissions Counselor will contact the applicant to discuss term availability and application process.
2. Applicants are encouraged to submit their application in a timely manner. All applicants must review the Key Points Documentation prior to submitting an application. Applications are reviewed on an individual basis. Timely applications will assist us with meeting the preferred term request. Availability of space in upcoming terms may be limited. An official offer of acceptance is a written letter sent directly from the Office of Admissions/Enrollment to the applicant.
3. All official college and university transcripts must be sent directly by the institution to: Palmer College of Chiropractic Office of Admissions/Enrollment 1000 Brady Street Davenport, Iowa, IA 52803  
Email: [admissions@palmer.edu](mailto:admissions@palmer.edu) Fax: (563) 884-5414

Applicants still attending other colleges should have official transcripts forwarded as soon as they are available. Pre-professional credits must be earned at institutions accredited at the college level by an agency that has been nationally recognized by the U.S. Department of Education, which provides a complete list of National Accrediting Agencies at: [https://www2.ed.gov/admins/finaid/accred/accreditation\\_pg3.html#RegionalInstitutional](https://www2.ed.gov/admins/finaid/accred/accreditation_pg3.html#RegionalInstitutional)

4. A typewritten essay, no longer than two pages but no less than one page, covering the development of the applicant's interest in chiropractic, career goals and reason for choosing Palmer College is required.
5. An interview is required. Interviews are often held in conjunction with the campus visit program or may be conducted via phone or video conference.

6. All applicants must consent to a criminal background check during the admissions process. The cost of obtaining such information is included in the application fee.  
The existence of a conviction does not necessarily mean that an applicant will be denied admission to the College and/or its clinical programs. Each case will be evaluated on its facts. Further, at the student's expense, the College may require additional criminal background checks as a condition of continued enrollment.  
Any applicant who matriculates into the program has a continuing duty to notify the College if the applicant is convicted of, pleads guilty or no contest to, or forfeits bail for any criminal conduct excluding any minor traffic violations.
7. A nonrefundable \$200 tuition deposit is required in order to be officially admitted. The deposit is applied in full toward the first term's tuition. The balance of the first academic term tuition is due on the tenth day of class. (See Academic Calendar section.)
8. Letters of recommendation (either from a doctor of chiropractic and/or a college faculty) are beneficial, but not required. If submitted, letters of recommendation should be on letterhead.

*Note:*

*If a prospective student has not filed an official application, the Office of Admissions/Enrollment will hold the application documents in an active file for 60 days.*

If a prospective student has filed an official application but does not matriculate at the College in the academic term requested, and the Office of Admissions/Enrollment is unable to make contact, the applicant's file will be withdrawn. The applicant has up to one year from the date of withdrawal to reactivate the file. After one year, the applicant must reapply.

Applicants at their discretion are allowed to defer up to one year if space permits. The applicant must notify the Office of Enrollment/Admissions in writing of such deferral.

Applicants wishing to defer may be required to speak with the Campus Enrollment Director prior to being approved.



# ADMISSION PROCEDURES

After the application for admission to the Doctor of Chiropractic Degree Program has been received by the Office of Admissions/Enrollment, the applicants will be contacted by his or her assigned Admissions Representative.

Normal processing time for the evaluation of all undergraduate transcripts is two weeks following the date received by the Office of Admissions/Enrollment. However, this process may be longer during high-volume periods, which normally occur one month before a new term begins. This includes terms beginning on both campuses. It is strongly suggested that prospective students apply one year before their anticipated entry term and submit the required documentation as early as possible to avoid experiencing any detrimental processing delays.

## ACCEPTANCE LEVELS

Upon receipt and review of official credentials and required documentation, applicants may be accepted as follows:

1. Early acceptance\*
2. Official acceptance
3. Admit status

Alternative Admissions Track Plan (AATP) students may be required to go to review prior to receiving official acceptance.

*\*Early Acceptance may be awarded under specific guidelines. Contact your Admissions Representative for further information. However, admit status cannot be granted until the applicant has completed all requirements for admission.*

Please note: No student will be allowed to matriculate into the D.C. program without having achieved admit status.

# INTERNATIONAL STUDENTS

In addition to the admissions requirements, international applicants must also consider the following:

All international applicants in F-1 status, planning to attend a U.S. educational institution, must pay a mandatory \$350 (USD) fee for the Student and Exchange Visitor Information System (SEVIS).

If the applicant is from a country where English is not the primary language, the applicant must submit proof of English Proficiency for admission to the Doctor of Chiropractic Degree Program. English Proficiency can be demonstrated in any of the following ways:

1. Passing the Test of English as a Foreign Language (TOEFL) with a score of 61 (IBT) or 500 (PBT). You may contact TOEFL directly to learn the location of the test site nearest you at: [www.toefl.org](http://www.toefl.org) To have the TOEFL examination results sent to Palmer, our institutional codes are:
  - a. Iowa campus TOEFL institutional code = 6593
  - b. Florida campus TOEFL institutional code = 5693
2. OR Complete two years in high school where English is the medium of instruction.
3. OR Complete 60 semester hours (which takes approximately two years of study) in a college or university where English is the medium of instruction.
4. OR pass the International English Language Testing System (IELTS) with a minimum cumulative score of 6.5 on the “Academic training” examination. You may contact IELTS directly to learn the location of the test site nearest you at: [www.ielts.org](http://www.ielts.org).

The College reserves the right to require additional training in English of prospective students either before or concurrently with their first two terms of enrollment if such training is deemed necessary and appropriate.

It may be necessary that the applicant’s educational credentials showing coursework completed outside the United States or Canada be evaluated by an approved evaluation agency in the United States. Traditionally, the College has recommended a “course by course” World Education Service evaluation (WES). WES, P.O. Box 5087, Bowling Green Station, New York, NY 10274- 5087; phone 800-937-3898; website: [www.wes.org](http://www.wes.org).

The applicant must request that the evaluating agency forward an official copy of the evaluation to the Office of Admissions/Enrollment. Transcripts from some Canadian educational institutions can be evaluated by the Office of Admissions/Enrollment and need not go through an evaluation agency. Please check with the Admissions Department for a current listing. If the applicant is a native of a country with a

national chiropractic organization, it may be necessary to request a letter of approval from the organization be mailed to the Office of Admissions/Enrollment. These countries include: Australia, Belgium, Canada, France, Italy, the Netherlands, New Zealand, Norway, South Africa, Sweden and Switzerland. (The name and address of the appropriate approval officer can be obtained from the Office of Admissions/Enrollment.)

The applicant must furnish the College with the Foreign Student Certification of Finances form documenting the applicant’s financial ability to pay for their educational expenses. This form is available from the College and must be returned to the Office of Admissions/Enrollment when completed. The College will need to be notified of any dependents, as the amount of the financial verification provided will increase based on the number of dependents. The applicant will need to complete all sections of the form before returning it.

After the College has received the Certification of Finances form and the tuition deposit, official acceptance will be granted, and the applicant will be sent the U.S. Immigration and Customs Enforcement Form I-20. The I-20 form must be presented to the U.S. Immigration Officer at the United States port of entry. The applicant (except Canadian citizens) must make an appointment with a United States embassy or consulate in their own country, to obtain an F-1 student visa. The applicant must also pay a one-time SEVIS fee before reporting to the embassy/consulate and before traveling to the U.S. port of entry. The I-20 form and other required documents must be presented to the border official at the United States port of entry. The applicant will be authorized to enter the United States in F-1 status and dependents will enter in F-2 status. At the port of entry, the I-94 Arrival/ Departure form will be issued to the student and each dependent. The student is expected to keep the I-94 form in available possession at all times.

Students in F-1 status are permitted to work part-time on campus. F-2 dependents are not allowed to work on or off campus. Off-campus work permits are issued to students at the discretion of the U.S. Citizenship and Immigration Service at the completion of the academic year, if the student can document severe economic hardship. This school is authorized under federal law to enroll non-immigrant students.

# TRANSFER STUDENTS

## DOMESTIC TRANSFERS

A student who has attended another Council on Chiropractic Education (CCE) accredited chiropractic college or doctoral-level health profession program (M.D., D.D.S., D.O., D.P.M., etc.) accredited by an agency recognized by the U.S. Department of Education may request to transfer to Palmer College of Chiropractic. Students accepted for transfer may be eligible to receive advanced standing credit for previously completed coursework. To be eligible to transfer, students must have met the CCE prerequisites at the time of enrollment at their transferring institution, and possess a doctoral-level health profession program cumulative grade point average of 2.50 or better. Requests for transfer below 2.50 cumulative grade point average will be reviewed and determined by the Academic Dean. To transfer and receive advanced placement, students must be in good academic and ethical standing and be eligible to re-matriculate to their transferring institution. Students dismissed from a chiropractic or doctoral-level health profession program are not eligible for transfer consideration. All transfer students are required to fulfill the procedures found in the Application Procedures section of this catalog.

## INTERNATIONAL TRANSFERS

Each international student requesting transfer to Palmer College must first meet admissions requirements. Students admitted to begin the D.C. degree program on the basis of academic credentials from institutions outside the United States must meet the following requirements:

1. Provide evidence of proficiency in reading and writing English, and an understanding of oral communication in English, commensurate with the level of proficiency expectations established by the D.C. degree program for successful completion.
2. Provide evidence of completing 90 undergraduate semester hours, substantially equivalent to that completed by beginning students admitted from U.S. institutions, with no less than a 2.75 grade point average.
3. Provide evidence of proficiency in the subject matter of each course for which credits are accepted.
4. Provide evidence of having financial resources sufficient to complete at least one full calendar year of full-time attendance in the Doctor of Chiropractic degree program.

5. Meet all applicable legal requirements for study in the United States.

## ADVANCED STANDING

Advanced standing may be granted to a student who completes a graduate-level course required by Palmer College of Chiropractic while attending another institution within the last five years. Graduate professional credits earned through an accredited graduate, medical, osteopathic college or CCE-member college may be used for advanced standing. Each course will be individually evaluated and credit will be granted only when approved by the College. For specific procedures and restrictions, contact the College Registrar.

Once the applicant has acquired Advanced Standing Evaluation information from the Office Admissions/Enrollment or campus Registrar, the following applies:

- The transferring student should provide course descriptions and any other documentation (syllabi) describing the course content for those courses in which advanced standing is requested.
- This information must be received by the Office of Admissions/Enrollment no later than one month prior to the beginning of enrollment.
- An official transcript of the course must be on file in the student's records.
- The request will be approved by the Dean for the appropriate grade, hours and course content. The student will then be notified of the results by email.

For international transfers, credit from non-U.S. professional programs must be evaluated by the World Educational Services (WES), or equivalent transcript evaluator, before applying for transfer. Academic work will be evaluated to determine that prerequisite admissions requirements are met. Courses used to meet prerequisite requirements are not eligible for advanced standing consideration. Once admissions requirements are met, evaluation for advanced standing credits will follow.

## TRANSFER STUDENT AND ADVANCED STANDING CRITERIA:

- The student must be in good academic and ethical standing at the transferring institution;

- Overall chiropractic or other doctoral-level cumulative GPA must be 2.50 or above. Requests to transfer below 2.50 cumulative grade point average will be reviewed and determined by the Academic Dean;
- Previous fulfillment of all CCE prerequisite admissions requirements;
- Transfer credits must be equivalent in credit hours, content and quality to that of Palmer College of Chiropractic; the earned grade is not transferred, and, thus, the course does not affect the student's grade point average at Palmer College of Chiropractic;
- Only credits with a grade of "C" or better are considered for transfer;
- Credits accepted for transfer must have been awarded within five years of the date of admission to Palmer College. Older credits in certain areas may be accepted if the transferring student holds an earned doctorate in one of the health sciences (e.g., D.C., M.D., D.O., D.D.S., D.P.M.) or a graduate degree in an academic discipline closely related to the health sciences;
- Credits used to satisfy the minimum prerequisites for admission may not be used for advanced placement credit;
- Each course will be individually evaluated and credit will be granted only when approved by the College;
- Palmer College transcripts will record transfer courses and credits as issued by the awarding institution, including the name of the awarding institution;
- Students transferring from another chiropractic program must complete the Chiropractic College Transfer Form available from the Office of Admissions/Enrollment; and
- Students will be placed according to their incoming educational profile (i.e. third term).

In addition to awarding advanced standing credit, the College may offer credit by examination (see Credit by Examination).

In order to receive a degree from Palmer College, a student must have satisfied all academic and clinical requirements, be in good ethical standing, and must have earned not less than the final 25% of the total credits required for the D.C. degree from Palmer College of Chiropractic, allowing up to 75% of the total credits through advanced standing.

Students wishing to transfer from Palmer College of Chiropractic to another institution must contact that institution directly to determine whether Palmer credits will be accepted. As with any academic program, transferability of credit is at

the discretion of the accepting institution.

Students should inquire for further details directly to the Office of the Academic Dean.

## TRANSFERRING BETWEEN PALMER CAMPUSES

Students requesting to transfer between Palmer College campuses must meet the same transfer and advanced standing criteria outlined above.

## TRANSFERABILITY OF CREDITS

### NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

The transferability of credits you earn at Palmer College of Chiropractic is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the credits you earn in the Doctor of Chiropractic program is also at the complete discretion of the institution to which you may seek to transfer. If the credits that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason, you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending Palmer College of Chiropractic to determine if your credits will transfer.

## UNDERGRADUATE STUDIES PROGRAMS

Transfer policy is the same as stated under the Doctor of Chiropractic Degree Program with the following exceptions:

- Undergraduate Program transfer credit is accepted for equivalent coursework when a minimal grade of "C" is earned from an institution or institutions accredited at the college level by an accrediting body that is recognized by the U.S. Department of Education;
- B.S. students may transfer 90 credit hours of undergraduate coursework (60 credit hours from freshman/sophomore level and 30 hours from junior/senior level);
- Official transcripts are required. In addition, students may be required to provide a copy of the catalog description and/or the course syllabus from the institution where the credit was awarded.

# ACADEMIC POLICIES

This section on academic policies is intended to provide students with a working definition of some of the important policies pertaining to academic life at Palmer College of Chiropractic. The Student Handbook, as well as the Academic Affairs Policy Handbook, provide further details.

## PREREGISTRATION

Continuing students are required to preregister for the subsequent academic term during the preregistration period, which is scheduled toward the end of each academic term. The schedule for preregistration will be published by the College. All continuing students must preregister during the assigned time periods.

Tuition for all continuing students is due and payable on the tenth day of classes of each new academic term. Any special arrangements must be made with the Student Administrative Services Office prior to that date. Even after the preregistration procedure has been completed, the student is not formally registered for the academic term until all outstanding obligations have been met.

## GRADING SYSTEM

Grades are assigned based on the grading system as follows:

Quality Points	Letter Grade	Interpretation
4	A	Passed with honors.
3	B	Passed with above average performance.
2	C	Passed (fulfilled the objectives of the course).
	R	Failed with permission to take a remediation examination. This grade is applicable only per campus dean approval following assessment of curricular and local campus factors. All attendance requirements must have been met and the student enrolled in the course for the first time. Students are limited to three (3) course remediations during their academic tenure. An “R” grade option is not available for clinic courses. See Course Remediation.
	I	Incomplete – Signifies that acceptable cause prevented the student from completely fulfilling the objectives of the course. Issuance of an “I” grade requires the student has met the following criteria: i An acceptable cause prevented the student from completely fulfilling the course objectives; i The student can earn a passing grade by completing the unfinished course objectives; and i The student has completed at least 50% of the course activities by the final grade deadline date.  <i>When a grade of “I” incomplete is given, it must be completed by the last day of the first week of the following academic term. Failure to do so will result in the grade converting to a failure. Because of its convertibility, this grade carries indirect potential for dismissal.</i>
0	F	Failure – Signifies failure to fulfill the objectives of the course and carries academic dismissal potential.
	P	Pass (without mention of quality of performance). Used only in courses with Pass/No Credit grading, achievement of advanced standing, or credit by examination.

W	Withdrawal – Signifies that the student has officially withdrawn from the course on or before the College drop date of the academic term. Students are allowed to voluntarily withdraw from the same course twice without academic penalty.
AW	Administrative Withdrawal – Signifies that the College has withdrawn the student from the course.
AF	Attendance Failure – Signifies that the number of absences makes it impossible for the student to meet the attendance requirements and is equivalent to a failing grade.

## COURSE REMEDIATION

Eligibility and the issuance of an “R” grade requires the approval of the course instructor and the Dean of Academic Affairs. The student must have met the following criteria:

- first time enrolled in the course,
- within 10% of the passing threshold of the course, and
- met all attendance requirements for the course.

When a grade “R” is given, a remediation examination must be administered and graded by the last day of the first week of the following academic term and focus on the learning deficits as determined by the course instructor. A successful remediation will result in a grade “C” as the final course grade. Failure to do so will result in the “R” grade converting to a failure. Because of its convertibility, this grade carries potential for academic dismissal. Students are limited to three (3) course remediations during their academic tenure.

## RESTRICTIONS

Students have the right to repeat any course. The last grade earned in that course is called the current grade and is substituted for the previously earned grade and a new GPA is computed. Each grade of failure remains as an active, outstanding failure on the student’s record until a passing grade is achieved with sufficient attendance. If a student registers for any course in which the student has earned an incomplete grade, the student’s registration automatically converts the incomplete grade to a failing grade.

A student with any failing grade will be subject to automatic registration in that course or courses for the next academic period. The student may choose not to register for that course or courses, however, non-registration in a failed course the subsequent term of enrollment may compromise academic standing and/ or eligibility for financial aid. Students are advised to discuss registration options with an academic advisor and/or financial aid advisor prior to making the decision to not register for a course with an outstanding failure.

If a licensing jurisdiction will not accept a grade of “P” (passing), the College will use another letter grades for that course.

## CREDIT BY EXAMINATION

A student may receive course credit by examination, at the discretion of each course instructor, if the following equivalent course guidelines are met:

- Prior course credits must be substantially equivalent in credit hours, content and quality to that of the College. Only courses that were awarded at the 300 level or above with a grade of “C” or better and awarded within five years of the date of admission to the College are considered for credit by examination eligibility. Older credits in certain areas may be accepted if the student holds an earned doctorate in one of the health sciences (e.g., D.C., M.D., D.O., D.D.S., and D.P.M.) or a graduate degree in an academic discipline closely related to the health sciences.
- Credits used to satisfy the minimum prerequisites for admission may not be used for credit by examination.
- The course must carry equivalent credit or contact hours equal to the course for which a credit by examination is granted.
- Each course will be individually evaluated by the course instructor and the Registrar. Upon successful eligibility determination, the instructor will administer the appropriate competency examination. Upon successful exam completion, credit will be granted, as determined by criteria outlined by the course instructor and approved by the College. A grade “P” (passing) will be awarded, which will carry no quality points toward the student’s G.P.A.
- If the credit by examination is unsuccessful, the student will complete the course as registered during the term. Students will not be given the opportunity to re-take an exam if unsuccessful.
- The credit by examination must be completed and the credit by examination form submitted to the College



Registrar by noon on the first Friday of the academic term in which the student is registered for the course.

- Students being granted credit by examination are still required to register for the course. Tuition will not be charged for credits granted by examination.
- The student must have successfully completed all prerequisite courses to the course from which he/ she wishes to receive credit by examination.

## GRADE CHANGES

If a student believes there is a discrepancy in the grade report, the student should immediately contact the course instructor.

Grade changes may only reflect errors in computation or entry of grades. Challenges to a discrepancy in the grade report must be completed within one calendar year of the final grade report being issued.

## GRADE POINT AVERAGE

In each course, a student earns grade points equal to the product of the course credits and the arithmetic value of the grade in that course. In turn, the student's academic term Grade Point Average (GPA) is derived by dividing the number of quality points accumulated in that academic term by the sum of credit hours for courses that carry quality points in that term.

Incomplete, Passing, No Credit, Remediation, Withdrawal and Administrative Withdrawal hours are not included in the computation of grade point.

A student's GPA is used as a measurement of satisfactory progress. Cumulative GPA is calculated by dividing the sum of all of the quality points earned in all academic terms by the sum of the credits carried with the latest quality grade in each course for courses that carry quality points.

Students have the right to repeat all courses. The last earned grade is substituted for the previously earned grade and a new GPA is computed.

## GRADE REPORTS

At the end of each academic term, the student can access an electronic grade report that contains:

- The grade in each course taken during that term
- The contact hours or credit hours earned in each course taken that term
- The GPA and its factors for that term
- The cumulative GPA and its factors
- The sum of the total earned contact hours and credit hours

The original grade report is deposited in the student's file.

## ADD/DROP COURSES

Any student wishing to add or drop courses must request an "Add/Drop" form from the Student Administrative Services Office. Students must officially drop a course on or before the College drop date of the academic term to avoid academic penalty.

All course additions must be completed before the end of the first week of instruction in the term. Students wishing to add courses should be aware that attendance requirements need to be considered when adding a course after the first day of class.

If a student's request to withdraw from a course(s) will result in the student being placed on an individualized schedule, the student must first meet with the Registrar or an advisor for academic advising. A grade of "W" will appear on the student's transcript and will count as a course attempted in the evaluation of satisfactory academic progress. Petitions to withdraw in extenuating circumstances after the respective campuses posted "Last Day to Drop a Course" date should be submitted to the Academic Dean. A student may only withdraw from any given course twice without academic penalty.

The Palmer College Satisfactory Academic Progress Standards for financial aid eligibility require that students are making progress towards completion of their degree. Withdrawal from courses may have a direct effect on loan eligibility during the next period of enrollment. Please refer to the Financial Aid Eligibility Requirements Policy and address any questions regarding Title IV aid eligibility to the Director of Financial Planning.

## DEFINITION OF A CREDIT HOUR

Palmer College of Chiropractic's Definition of a Credit Hour policy, which is in compliance with the Department of Education's federal definition of a credit hour, is published on the College website, and states that every unit for which credit is given is understood to represent approximately three hours of actual work per week for the average student.

## COURSE PREREQUISITES AND MAINTENANCE

A prerequisite represents a set of skills or a body of knowledge that a student must possess prior to enrollment in the course, and without which the student is highly unlikely to succeed. Prerequisite indicates a condition of enrollment that a student is required to meet in order to demonstrate current readiness for enrollment in a subsequent course. Students will not be

permitted to enroll in such courses without the appropriate prerequisite. Current prerequisites are available at the Student Administrative Service Office or on the College website.

The effect of prerequisite courses related to transfer credits and students receiving advanced standing will be managed by the Academic Affairs Office. Appeals to this policy may be made in writing to the Academic Dean no later than the fifth-class day of an academic term.

A student must have successfully completed all courses within an academic term before registering for any course(s) in an academic term more than two academic terms beyond. Example: In order to register for the fourth academic term, all courses from the first academic term must be successfully completed.

## ACADEMIC PROGRESS

The College is required by federal regulations to monitor that all enrolled students are making satisfactory academic progress towards completion of their degree. All students are monitored regardless of their eligibility or intent to receive financial aid. Please refer to the detailed financial aid eligibility requirements in this catalog.

## ACADEMIC CREDIT LOAD

The College defines a full-time student as one who is carrying a minimum full-time credit load as follows:

- Doctor of Chiropractic Degree Program: twelve (12) credit hours with half-time status being six (6) credit hours.
- Undergraduate Studies: twelve (12) credit hours with half-time status being six (6) credit hours.

Palmer College also recognizes that not all students prefer or are able to handle the full-time academic load of a professional program. Some students may have difficulty in attending full-time and may need to extend their academic careers. Students choosing to extend their studies should refer to the Length of Time Allowed to Complete Academic Course of Study policy.

Maximum Credit Load refers to the maximum number of course credit hours a student may register for during any one academic term. Students in good academic standing may register for a maximum of:

- Doctor of Chiropractic (D.C.) Degree Program: twenty-seven (27) credit hours in the core curriculum and up to two elective courses are allowed without prior approval from the Registrar. Students placed on academic probation or academic warning will be

restricted to a maximum schedule of fifteen (15) credit hours for that academic term of enrollment. Any student wishing to take more than two elective courses must obtain permission from the Registrar.

- Bachelor of Science (B.S.) Completion Program: fifteen (15) credit hours without prior approval. Students placed on academic probation or academic warning will be restricted to a maximum schedule of twelve (12) credit hours for that academic term of enrollment. Students taking B.S. courses simultaneously with a full D.C. degree program credit load must have prior approval to take more than six undergraduate credit hours.

## LENGTH OF TIME ALLOWED TO COMPLETE ACADEMIC COURSE OF STUDY

Doctor of Chiropractic (D.C.) Degree Program: A student must complete the entire D.C. degree course of study within eight calendar years of matriculation.

Bachelor of Science (B.S.) Degree Program: Students who graduate from the D.C. degree program have one calendar year from the date of completion of the D.C. degree program, or one year from the date of withdrawal from the D.C. degree program, to complete all B.S. coursework and be awarded the B.S. degree.

Students whose progress is such that they will be unable to complete their studies within the number of years indicated above will be dismissed. Dismissed students may appeal, in writing, to the Academic Dean. The Academic Dean's decision is final.

## ACADEMIC STANDING

Academic guidelines provide direction for the student who demonstrates difficulty in completing course requirements. These guidelines are applied by the Academic Standing Committee, which seeks to ensure fairness and equity for students while ensuring competence of the graduates of the College. Students who fail to meet minimum academic expectations may be placed on academic warning, academic probation, academic management, or academic dismissal.

## ACADEMIC WARNING

Students, regardless of Cumulative Grade Point Average (CGPA), are placed on academic warning for the following academic term of enrollment if they have two active failures and/or fail the same course twice.

## ACADEMIC PROBATION

Students are placed on academic probation when their Cumulative Grade Point Average (CGPA) falls below 2.00 at any point during their enrollment.

## RESTRICTED COURSE LOAD

Students while on academic warning, probation or management contract will be limited to a course load maximum as follows:

- Doctor of Chiropractic Program: fifteen (15) credit hours
  - Undergraduate Program: twelve (12) credit hours

Academic warning or probation is intended to encourage students to take all appropriate actions necessary to ensure academic success. Students on probation or warning are required to repeat all failed courses the following term of enrollment. Failure to do so may restrict course scheduling and negatively impact financial aid eligibility.

## ACADEMIC MANAGEMENT

Students will be placed on an academic management contract if:

1. While on academic warning, they fail a class that they previously failed and have at least one additional active failure on their transcript;
2. They have failed an individual class for the third time, or;
3. After two consecutive terms on academic probation, the student fails to raise their CGPA to the minimal standard referenced above.

Students placed on an academic management contract in the Doctor of Chiropractic Degree Program cannot be enrolled in undergraduate studies or elective courses at Palmer during the academic term(s) on contract. The terms of the management contract will be at the discretion of the Academic Standing Committee. Students failing to successfully complete all terms of the management contract will be dismissed from the institution. Successful completion of an academic management contract shall return a student to good academic standing. Any student who meets the criteria for a subsequent management contract will be academically dismissed.

## ACADEMIC SUSPENSION

Students who qualified for a management contract but elect to take a term of absence from Palmer College receive a status of academic suspension. Upon re-enrolling, the student will be placed on a management contract. During terms of academic suspension, the student will be considered a non-enrolled student. This status allows access to College facilities, student academic support and academic tutorials. Non-enrolled students are not

allowed to audit a course without written approval from the Academic Dean.

## ACADEMIC DISMISSAL

Students are dismissed from the institution if they fail an academic management contract. Students may appeal a dismissal, in writing, to the Academic Standing Committee. This appeal must be submitted to the Registrar by noon on the Monday of the second week of classes the following academic term. The committee will meet to hear appeals during the second week of the academic term. The Academic Standing Committee may choose to:

1. Uphold dismissal;
2. Suspend the student for a minimum of one term with or without expectations to be met during their absence; or
3. Place a student on a second academic management contract.

Upon notification of the appeal by the Academic Standing Committee that the dismissal is upheld or that the student has been suspended for a period of time, the student may no longer attend courses. The student may apply for re-admission to the Academic Dean at a future date if there is significant evidence of sustained and substantial academic improvement since the date of the student's dismissal. Refer to the Re-Admission section.

## COURSE AUDIT

Students may enroll to audit a course, on a space available basis, with written permission from the Academic Dean. Auditing may not be permitted in selected coursework. Audited courses do not count toward full-time status, grade point average, or financial aid eligibility.

A student auditing a course will be registered for the course(s) they have been approved to audit. The student will not be required to submit assignments, take quizzes or exams, and request review of course work unless otherwise directed by the course instructor or the Academic Dean. Class participation is at the discretion of the course instructor, in consultation with the Academic Dean.

A student auditing will appear on the course roster. The Office of the Registrar will not accept grades for course audits and no transcript record will be issued. Tuition for an audit is calculated at a percentage of the current applicable per credit tuition fee.

Individual grade reports or transcripts are not provided for audited courses. Courses may not be subsequently converted or

transcribed for credit. A student auditing a course is not required to adhere to course prerequisites or other course requirements, nor is the student eligible for instructional services.

## **NON-DEGREE STUDENTS APPLICABLE TO THE UNDERGRADUATE STUDIES PROGRAM ONLY**

Students may enroll as a non-degree student, on a space-available basis, with permission from the Academic Dean. Non-degree students are not admitted to a specific degree program.

Non-degree students must first apply for admission to the undergraduate studies program and meet the general criteria for admission. If admitted, non-degree students are governed by all Academic Affairs policies (with the exception of the Length of Time Allowed to Complete a Program policy). Non-degree students must also comply with all sections of the Student Handbook.

Non-degree students may register for no more than 15 credit hours of undergraduate coursework; registration for some courses may be restricted by the degree program offering that course. All credits attempted non-degree will be used to compute a non-degree GPA for the purpose of determining academic status (See Policy on Academic Status).

Non-degree students are not guaranteed admission to any specific degree program. They may apply for admission to a degree program and request earned non-degree credits be accepted for completion of that degree program.

## **CLINIC PROCEDURES**

Clinic curriculum student interns who provide chiropractic health care to patients must do so under the mentorship and direct supervision of a licensed faculty doctor. The clinical conduct of student interns is governed by Clinic policies, which are subject to change periodically to conform to state laws governing the operation of Palmer Chiropractic Clinics and the chiropractic profession. It is the responsibility of each student to keep fully informed of Clinic policies and abide by those policies at all times. Students are required to maintain the highest degree of professional integrity and ethical conduct in their relationships with their patients, colleagues, faculty clinicians and Clinic personnel. Refer to the Clinic Operations Procedures Manual and the Code of Student Ethics published in the Student Handbook for additional information.

## **CLINICAL COMPETENCY ASSESSMENTS**

The Palmer Clinical Competency Assessment procedures are designed to provide a comprehensive evaluation of the development of clinical skills. Formative and summative methods are used to assess various clinical competencies integral to the successful practice of chiropractic. Evaluations determining overall clinical competence include both quantitative and qualitative evaluations of clinic performance. A variety of methods, including written and stationed examinations, simulated patient encounters, direct observation and clinician feedback are used throughout the student's clinical training to guide and assess the development of clinical competency. Students must receive a satisfactory performance on competency exams as well as in the evaluation of their performance in the care and management of patients in the College's clinics to satisfy clinical competency requirements for graduation.

## **COURSE CANCELLATION POLICY**

The College reserves the right to cancel a course for any reason. Registrants will be notified of cancellations in a timely manner and refunds will be processed within three weeks of the scheduled cancellation.

## **PROGRAM CANCELLATION**

In the event that one of the College's campuses education program closes, every attempt will be made by the College to assist students seeking transfer to other chiropractic colleges. Students wishing to transfer to another Palmer campus will be awarded advanced placement based on a detailed course-by-course review. In addition to awarding advanced standing, credit by examination options and supplemental educational opportunities may be used to expedite advancement through the program.

## **ATTENDANCE**

Attendance is a necessary element of a Palmer student's education. The College recognizes excused and/or exempted absences for a limited set of circumstances. Palmer College must comply with related state and federal laws and regulations regarding a student's attendance.

Federal regulations require that students earn their financial aid funds by attending and actively participating in courses. To verify financial aid eligibility, attendance information is collected by the Office of the Registrar. If notification of non-attendance in any course is received, the determination of federal financial aid eligibility will be re-evaluated and may result in financial aid forfeiture and/or a balance due to the College. If a student is not

attending classes, the student is expected to complete the official withdrawal process of the College.

Students must report all excused or exempted absences to the Office of the Registrar within five days of the absence. The Registrar's Office may require supporting documentation from the student. The Registrar's Office will notify the faculty of the student's absence.

Palmer College recognizes excused absences for jury duty, short-term military duty, pregnancy-related conditions and childbirth and exempted absences for mandatory religious obligations, unavoidable events and College supported activities approved by the Dean of Academic Affairs. Students called for documented jury duty or short-term military duty will submit official notification of service to the Office of the Registrar in advance of the absences. The Office of the Registrar will notify faculty of the absence. Notifications of service will be maintained in the student's file. The returning student is responsible for contacting the course instructor, who will provide the appropriate make up assignments for the days missed. Absences outside the designated time frame will not be excused.

This policy does not in any way release students from the responsibility of satisfying all requirements necessary for the successful completion of any course.

Absences for pregnancy-related conditions or childbirth are excused when the student's licensed health care provider deems the absence medically necessary. The student will provide supporting documentation to the Office of the Registrar, who will communicate the excused absence to the course instructors. Requests for adjustments or modifications are managed through the Student Disability Services Coordinator.

Students experiencing absences due to mandatory religious obligations, unavoidable events and College supported activities approved by the Dean of Academic Affairs must contact the Office of the Registrar prior to the absence when the absence is foreseeable. The Office of the Registrar maintains a list of College supported activities approved by the Dean of Academic Affairs.

Extended absences that do not allow the student to meet the course requirements may prompt the College to issue an administrative withdrawal. Students on extended excused absence will be given a reasonable amount of time to make-up the work he/she missed or be allowed to re-enter the program at the point where they left.

## MILITARY ACTIVE-DUTY NOTIFICATION

In the event an enrolled student or an enrolled student's spouse with a dependent child receives active-duty notification, the student must provide the Registrar with advance notice of military service. Notice may be either written or oral. It may be provided by the student or by an appropriate officer of the branch of the military in which the student will be serving. However, no notice is required if:

- Military necessity prevents the giving of notice; or
- The giving of notice is otherwise impossible or unreasonable.

Dependent on the point in the academic term, one of the following options will be afforded to the student:

1. The Registrar will process a withdrawal from the College for the academic term enrolled. A grade of "AW" (Administrative Withdrawal) will be placed on the student's record. The student's tuition fees will be refunded in full to the student or the student's lender, whichever is appropriate, regardless of the point in the academic term that the military orders are received. The Registrar will notify the appropriate departments of the withdrawal.
2. Arrangements will be made with the student's instructors for course grades, or for incompletes that shall be completed by the student at a later date. If such arrangements are made, the student's registration shall remain intact and tuition and mandatory fees shall be assessed for the courses in full.
3. Make arrangements with only some of the student's instructors for grades, or for incompletes that shall be completed by the student at a later date. If such arrangements are made, the registration for those courses shall remain intact and tuition and mandatory fees shall be assessed for those courses. Any course for which arrangements cannot be made for the grades or incompletes shall be considered dropped and the tuition and mandatory fees for the course refunded.

Upon completion of Active-Duty service, the student may contact the Registrar for re-enrollment. Students returning after a hiatus of greater than one year will be required to meet the re-admission guidelines as outlined in the re-admissions policy.

The academic term of enrollment from which a student withdrew will not be considered in academic progress relating to financial aid eligibility or academic status. In addition, the Length of Time to Completion policy will be lengthened based on the length of time the student was away from the College due to military service.



## WITHDRAWAL FROM THE COLLEGE

A student may find it necessary to withdraw from the College on a temporary or permanent basis before the posted campus “Last Day to Drop a Course” date. Withdrawals from the College occur:

- Officially when the student contacts the Office of the Registrar or completes and submits a “Request to Withdraw” form, available in the Student Administrative Services Office.
- Unofficially when the student stops attending classes but does not formalize the withdrawal through the Office of the Registrar.

Students who withdraw may experience a reduction in their financial aid and may be required to refund or repay a portion of their financial aid. The process for determining if and how much aid may need to be repaid can be found under the Federal Return of Title IV Funds Policy within the Tuition and Fees section of the handbook.

Upon notification of withdrawal, a withdrawal grade will be posted for all currently enrolled courses. The student’s course instructors and necessary College departments will be notified. The Student Administrative Services Office will determine the amount of any tuition refund. Refunds due will be forwarded to the student’s loan lender or the student, whichever is appropriate, within 30 days from the date of withdrawal.

Petitions to withdraw in extenuating circumstances after the official last day to withdraw should be submitted to the Registrar. Such a withdrawal is discretionary, issued under extraordinary circumstances, which, in the judgment of the academic dean, subjects the student to an unreasonable burden of completing course work in a timely fashion. An approved, qualified professional must document a student’s incapacity. The student must officially withdraw from all classes through the Registrar and must have a “Fit to Return” form signed by an approved, qualified professional before re-admission is granted.

It should be noted that College policy requires students to graduate within a specific number of years, depending on program of enrollment, from the first day of attendance. Students taking one or more academic terms off should be aware that this may affect their financial aid and that a repayment of loans could be initiated for students taking off two or more consecutive terms. Contact the Financial Planning Office for details.

A grade of “W” or “AW” is counted toward hours attempted but does not produce quality points and does not affect a student’s GPA. The Palmer College Satisfactory Academic Progress Standards for financial aid eligibility require that students are making progress towards completion of their degree. Withdrawal from courses may have a direct impact on loan eligibility during the next period of enrollment. Please refer to the Financial Aid Eligibility Requirements Policy, and refer any questions regarding Title IV aid eligibility to the Financial Planning Office.

## RE-ADMISSION

This policy pertains to administrative decision for re-admittance of students who are currently withdrawn from enrollment.

Re-admission may occur in the following instances:

- Students returning from a hiatus or suspension of less than one year;
- Students returning from a hiatus or suspension greater than one academic year but less than five years;
- Students returning from a hiatus greater than five years;
- Dismissed students seeking re-admission.

Students returning after a hiatus of less than one year shall contact the Office of the Registrar a minimum of thirty days prior to the start of the academic term.

Students returning from a hiatus longer than one year, but less than five years from active registration, are required to submit an Application for Re-Admission to the Registrar at least 60 days prior to the start of the academic term to re-enter the program. If the student has completed coursework at other institutions during the hiatus, transcripts must be forwarded directly from those institutions to the Office of the Registrar. If this course work was completed at another chiropractic college, a Student Transfer Form for Re-Admission must be completed and forwarded directly from those institutions to the Registrar.

The new materials submitted, and the student’s past academic and ethics record will be reviewed by the Academic Dean. The College reserves the right to require that students demonstrate competency before resuming their chiropractic studies, as well as require the student to meet the current Council on Chiropractic Education (CCE) admissions requirements. The Dean will determine the student’s placement within the program and terms of re-admission.



Students who have taken a hiatus of less than five years from their initial enrollment date may request to have their previous academic record voided and start over as an incoming first term student. All requests will be evaluated by the Registrar and presented to the campus Academic Dean, or designee, for final action. Decisions affecting this action should be guided by the Length of Time to Complete Academic Course of Study policy.

Students who interrupt their Doctor of Chiropractic education for five years or more will retain no course credits according to accreditation standards established by the Council on Chiropractic Education (CCE).

## **RE-ADMISSION FOLLOWING DISMISSAL**

Students previously dismissed from the College may apply for re-enrollment consideration to the Academic Dean. The applicant must present evidence of sustained and substantial academic improvement since the date of the student's previous dismissal. To apply, the student must contact the Registrar at least 60 days prior to the start of the academic term seeking re-entry and complete an Application for Re-Admission. Official transcripts from all institutions attended since the dismissal shall be forwarded directly to the Registrar. The Dean's decision is final. The College reserves the right to deny, grant or withhold advanced standing.

## **EXAMINATION STATEMENT/ GUIDELINES**

The following guidelines explain Palmer's expectations for student conduct during examinations:

- Only material appropriate to the examinations should be brought with you to the examination room.
- Seating arrangements are at the instructor's or proctor's discretion.
- Communication in any form with anyone other than the instructor or proctor isn't allowed during the examination. Unless otherwise instructed, a student who needs assistance should indicate by raising a hand and waiting until assistance can be rendered.
- Students are expected to focus on their own examinations exclusively. Students are to avoid looking at or appearing to look at others' examinations.
- A computer privacy screen or privacy filter is required on all electronic devices used in the classrooms for testing purposes.
- Students are expected to keep their answers shielded and confidential at all times.

- Upon completing an examination, students are expected to return all examination materials (tests, answer sheets, etc.) to the instructor or proctor and leave the room quietly.
- In the interest of noise reduction, students who've completed the examination are prohibited from loitering immediately outside the examination sites.
- A student who witnesses another student engaging in misconduct during an examination should discreetly notify the instructor or proctor.

Any student possessing an unauthorized exam, or in violation of the above listed examination guidelines, will be subject to a charge of misconduct under the Student Code of Ethics.

## **EXAMINATION SCHEDULE CONFLICTS**

When students indicate there is a conflict between two or more scheduled examinations, the instructors and their immediate supervisors will work to resolve the schedule conflicts with the assistance of the department supervisors and Dean, if needed.

## **ACADEMIC INTEGRITY**

Students are expected to comply with Palmer College's Student Code of Ethics. Students are strongly encouraged to carefully read the entire Student Code of Ethics in the Student Handbook. Cheating, plagiarism or other acts of dishonesty, or any other violations of Palmer's Student Code of Ethics may result in the filing of a charge of misconduct. Sanctions up to and including suspension or dismissal from the College may be imposed upon students found to have violated the Student Code of Ethics. Refer to the Student Code of Ethics or contact the coordinator for the administration of the Student Code of Ethics on the relevant campus, should you have questions.

## **POSTING OF ACADEMIC PERFORMANCE INFORMATION— FERPA**

Student education records are protected by the Family Educational Rights and Privacy Act (FERPA), which safeguards against the public posting of any personally identifiable information without a student's written consent. This information includes, but is not limited to, academic performance.

Instructors may only post academic performance information by obtaining the student's written permission, or by using

code words or randomly assigned numbers that only the instructor and the student know. Posting of academic performance data must be in random order.

Upon enrollment, students are asked to provide permission to post academic performance information utilizing a personal identification number known to the student and the College. Permission/denial slips are part of the student's permanent record and are placed on file with the Registrar.

The Registrar will provide instructors with the names of students who have requested their academic performance information not be posted. These students will make arrangements with their instructors to have their academic performance information provided to them.

All course syllabi must include a test score posting statement. Students may choose at any time to retract permission to have academic performance information posted by filing a new permission/denial slip with the Registrar.

Email dissemination of individual academic performance information is not permitted.

## COLLEGE HONORS

At the end of each academic term, students are evaluated on the following criteria for the purpose of determining eligibility for Dean's List honors. Students are officially recognized if the following conditions are met:

1. The student is considered a full-time student for the specified academic term (full-time status is 12 or more credit hours);
2. The student must not have had any grade less than a "B" during the specified academic term;
3. The student must be in good academic standing during the specified term;
4. The student's academic term grade point average must be 3.50 or higher on a 4.00 scale; and
5. There must be no finding of a formal charge of misconduct against the student during the specified term.

## GRADUATION

Commencement exercises are held at the end of each academic term. Students will complete an Intent-to-Graduate Form when they register for their final academic term. Students must have no more than two deficit classes at the time of application and the graduation requirements must be met. Students who do not graduate at the end of the academic term in which they applied for graduation must re-apply with the Student Administrative

Services Office during the first week of their next academic term. Intent-to-Graduate forms will not be accepted after the 15th day of classes without the approval of the Registrar.

## GRADUATION REQUIREMENTS

The degree of Doctor of Chiropractic is conferred upon students who have fulfilled the following requirements:

**Academic requirements:** Complete a minimum number of classroom hours of instruction and the program credit hours (dependent on campus). The Registrar reviews the records of all students in the Intent-to-Graduate List to determine that all academic requirements, other than those in the final academic term, have been met. Discrepancies in the student's academic record will be investigated and unqualified students will be removed from the Intent-to-Graduate List.

**Clinical Requirements:** Successful completion of all clinic courses and clinical requirements. Clinical requirements must be completed two weeks prior to graduation or the student is not eligible to graduate. The Academic Standing Committee will hear appeals and act as the final decision-maker. Students who have completed all of the non-clinical requirements, the student clinic quantitative requirements, and 80 percent of each of the remaining quantitative clinical requirements may be eligible for a clinic contract and participation in the graduation ceremony for the current term. The remaining quantitative requirements must be completed by the end of the first week of classes in the next academic term. Failure to complete these requirements by the deadline will require the student to reapply for graduation in a subsequent term.

**Final Academic Approval:** Final grades for graduating students will be available prior to the Academic Standing Committee graduation meeting on the Monday prior to graduation. At this meeting, presents the graduation list for the Committee's approval. All appeals of graduation decisions will be heard at this meeting and adjudicated by the committee. After the committee has approved the graduation list, it's presented to the Academic Dean for final approval.

**Institutional Clearance:** Under the direction of the Registrar, institutional clearance is conducted shortly after the graduation list is approved. Graduating students are required to fulfill all outstanding obligations to the College at this time which include all academic, clinical, technical, professional and ethical requirements. Those who fail to complete institutional clearance will be removed from the graduation list and may be reinstated only by application to the Registrar.

**Attendance:** Attendance at the graduation exercises is mandatory. In extreme circumstances, students may be excused by application through the Registrar to the College Provost or Campus President.

## GRADUATION HONORS

Students meeting the following criteria will be awarded honors at graduation.

### **Academic Honors:**

Cum Laude (with honors) - GPA of 3.50 to 3.69

Magna Cum Laude (with high honors) - GPA of 3.70 to 3.89

Summa Cum Laude (with highest honors) - GPA of 3.90 to 4.00

The individual(s) selected for graduation honors will be determined by the cumulative Grade Point Average at the end of the academic term prior to that of the graduation term. Credits or grades earned during the academic term in which the student graduates will not be considered in determination of these honors.

The individual(s) selected for Valedictorian will be the member(s) of the Doctor of Chiropractic graduation class maintaining the highest cumulative GPA at the end of the term prior to that of the graduation term. In addition, this individual(s) must have completed all academic and clinical requirements of Palmer College and must meet the following requirements:

1. Cannot have withdrawn from any core course;
2. May not have repeated any course at Palmer College; and
3. Shall have no “blemish” on his or her record, which includes:
  - a. A grade of “no credit” in any course during the student’s chiropractic education;
  - b. Being placed on probation at any time during the student’s chiropractic education; or
  - c. Receiving a finding of a formal charge of misconduct at any time during the student’s chiropractic education.

The individual(s) selected for salutatorian will be the member(s) of the Doctor of Chiropractic graduation class maintaining the second highest cumulative GPA at the end of the term prior to that of the graduation term. In addition, this individual(s) must have completed all academic and clinical

requirements of the College. The student(s) must also meet the criteria listed previously.

Individuals receiving these honors will also be recognized at their graduation ceremony. The designation of the Valedictorian and Salutatorian for a graduating class is the responsibility of the Registrar.

## ACADEMIC EXCELLENCE AWARD

Students will be recognized for the award of Academic Excellence at graduation if they meet all of the criteria for the Dean’s List for each term of enrollment at Palmer College.

Transfer Students: To be recognized as an Academic Excellence recipient, in addition to the above criteria, previous coursework for which the student receives advanced standing in the chiropractic program must not have received any grade less than a “B,” along with a cumulative GPA of 3.50 or higher on a 4.00 scale at the time of transfer.

## ADDITIONAL GRADUATION HONORS

In addition to the academic honors outlined above, the College may award other honors at graduation. In addition to the specific requirements of each individual award, students shall have no finding of misconduct at any time during the student’s chiropractic education to be eligible to receive any of the following honors.

## RESEARCH HONORS

The Research Honors Program gives students the opportunity to experience research and enhance their education while in the Doctor of Chiropractic (D.C.) program. It allows them to design and complete a faculty-mentored research project. Research Honors applications and submissions are evaluated by the Research Honors Committee and students awarded Research Honors are recognized at their graduation ceremony. Students interested in the Research Honors Program are encouraged to contact the Palmer Center for Chiropractic Research for details or visit: <https://www.palmer.edu/palmer-center-for-chiropractic-research/research-honors/>.

## CLINIC HONORS

The Clinical Excellence Award may be presented to a graduating student who has demonstrated outstanding accomplishment in service to patients, the College and the chiropractic profession. Candidates are nominated by Clinic faculty and are judged on quality of patient care, leadership potential, knowledge, skills and service.

## **VIRGIL V. STRANG PHILOSOPHY AWARD**

The Virgil V. Strang Philosophy Award may be presented to a graduating student who has exemplified the philosophy, commitment, passion, logic and reasoning of the practice of chiropractic during his/her course of study at Palmer College.

## **DIPLOMA PRESENTATION**

A graduating student may request that his/her diploma be presented by a family member during the graduation ceremony. To be eligible to present the diploma to the graduate, the following criteria must be met:

1. The presenter(s) must possess an earned doctorate (academic or first professional) awarded by Palmer College of Chiropractic.
2. The presenter(s) must be related to the graduate in one of the following ways: parent/stepparent, spouse, sibling, child, grandparent, or aunt/uncle.

Requests for diploma presentation are made when a student completes the Intent to Graduate form prior to the beginning of his/her last term of enrollment. The eligibility of the requested presenter(s) is confirmed by the Office of the Registrar. Upon confirmation of eligibility, the Registrar will communicate with the presenter(s) regarding the Graduation Convocation presenter role.

Requests for exceptions to this policy may be made in writing to the Registrar at least eight weeks prior to graduation. Each request will be reviewed by several administrative officers of the College.

# DOCTOR OF CHIROPRACTIC DEGREE CORE CURRICULUM

Palmer College of Chiropractic offers a Doctor of Chiropractic (D.C.) degree. Each candidate for the degree is required to complete a minimum of five academic years (eight months each of classroom work) in the prescribed curriculum. Students transferring from other accredited chiropractic colleges must complete a minimum of 25% of the prescribed curriculum while in residence at Palmer College. The final academic year prior to graduation must be completed at the Palmer campus where the degree is being awarded.

The Doctor of Chiropractic curriculum on each campus focuses on the teaching and subsequent evaluation of student clinical competency. The Council on Chiropractic Education has identified mandatory meta-competencies that ensure the graduate will demonstrate attainment of the skills necessary to function as a primary care chiropractic physician. These meta-competencies, along with the Palmer Abilities, present our vision of the specific knowledge, skills and attitudes that will be demonstrated by all Palmer graduates in the Doctor of Chiropractic degree program.

## COMPETENCIES AND SKILLS FOR THE CHIROPRACTIC GRADUATE CCE META-COMPETENCIES:

- Assessment and Diagnosis
- Management Plan
- Health Promotion and Disease Prevention
- Communication and Record Keeping
- Professional Ethics and Jurisprudence
- Information and Technology Literacy
- Chiropractic Adjustment/Manipulation
- Intellectual and Professional Development

## THE PALMER CHIROPRACTIC ABILITIES

### EFFECTIVE COMMUNICATION

The competent Palmer graduate demonstrates effective verbal, nonverbal and written communication skills with appropriate sensitivity, expressivity and control for a wide range of health care related activities, including patient care, intra- and inter-professional communications (e.g., consultation, concurrent care and referral), health education, record-keeping and reporting. The graduate is skilled in communicating to a variety

of audiences including single patients and public forums.

### PROFESSIONAL GROWTH AND LIFELONG LEARNING

The competent Palmer graduate, recognizing the limitations of his/her knowledge and experience, seeks to gain and apply new knowledge and skill. The graduate is information and technology literate and adapts to change. The graduate demonstrates a willingness to contribute positively to the community, society, the body politic and the chiropractic profession.

### MORAL REASONING AND PROFESSIONAL ETHICS

The competent Palmer graduate practices personal integrity through moral decision-making and accepts responsibility for the consequences of his/her actions. The graduate acknowledges the existence and nature of different value systems of patients and others. The graduate recognizes the ethical dimensions of clinical practice and the choices necessary to maintain his/her own ethical integrity.

### CRITICAL THINKING AND PROBLEM SOLVING

The competent Palmer graduate identifies problems and their cause(s) and applies a logical decision-making process to manage them. Alone and collaboratively, the graduate formulates successful strategies for various situations. The graduate applies critical thinking to problem solving and clinical reasoning.

### PHILOSOPHY AND HISTORY OF CHIROPRACTIC

The competent Palmer graduate explores, understands and critically assesses the work of influential thinkers in the history and philosophy of chiropractic and compares and contrasts chiropractic with other health-care approaches. The graduate recognizes the impact of the role of chiropractic in the past, present and future healthcare environment and is able to convey the philosophical construct of chiropractic to multiple audiences. The graduate uses reasoned dialogue and logical argumentation when challenging traditional assumptions of health and adapts his/her thinking to new knowledge.

## **INTEGRATING BASIC SCIENCE INTO THE PRACTICE OF CHIROPRACTIC**

The competent Palmer graduate demonstrates fundamental understanding of anatomy and physiology and synthesizes basic science knowledge to explain health-related issues. The graduate explains current concepts in subluxation theory and models and conceptually interprets pathophysiology using current scientific understanding.

## **PATIENT EVALUATION SKILLS**

The competent Palmer graduate gathers health data through application of fundamental clinical skills (e.g., history, regional examination, spinal examination and lab) and applies reasoning to formulate a clinical diagnosis with differentials.

The graduate applies best practices/evidence-based use of diagnostic tools, procedures and decision making.

## **PATIENT MANAGEMENT SKILLS**

The competent Palmer graduate applies principles of case management, integrating care with other health professions when appropriate. The graduate demonstrates effective skeletal adjusting skills and understands the role of rehabilitative and supportive exercise and nutrition in improving health. The graduate promotes health improvement, wellness and disease prevention through appropriate care and education. The graduate recognizes and practices within the boundaries of medico-legal issues associated with patient care.

## **HEALTH CARE IN SOCIAL AND COMMUNITY CONTEXTS**

The competent Palmer graduate understands epidemiological principles regarding the nature and identification of health issues in diverse populations and recognizes the impact of psychosocial and environmental factors on general health. The graduate understands the role of chiropractic in healthcare from a sociological perspective and accommodates diverse populations and environments in providing individualized patient care.

## **BUSINESS MANAGEMENT**

The competent Palmer graduate understands legal and malpractice implications of decision-making and applies principles and practices of business management, financial management, marketing, insurance reporting and managed care in a legal and ethical manner.



# TRIMESTER CURRICULUM DAVENPORT AND FLORIDA CAMPUSES

## COURSE DESCRIPTION KEY

ANAT51200

ANAT = Departmental Abbreviation      51 = Term Code      200 = Course Number

### Departmental abbreviations

ANAT	Anatomy
CBPM	Chiropractic Business and Practice Management
CLIN	Clinic
DIAG	Diagnosis
PATH	Pathology
PHCH	Physiology and Biochemistry
PHIL	Philosophy
REHB	Physiotherapy Rehabilitation
ROEN	Radiology
RSCH	Research
SPED	Elective Program
TECH	Technique

## COURSES BY TRIMESTER - Davenport course number/Florida course number

### FIRST TRIMESTER

Course	Course #	Credits	Contact Hrs./Wk.	Contact Hrs./Term
Gross Anatomy I	ANAT51203/ANAT51903	4	6	90
Neuroanatomy I	ANAT51204/ANAT51904	3	5	75
Embryology-Histology	ANAT51214/ANAT51914	3	4	60
Rights & Responsibilities	CBPM51111/CBPM51911	1	1	15
Biochemistry I	PHCH51331/PHCH51931	3	5	75
Physiology I	PHCH51335/PHCH51935	3	5	75
Chiro Philosophy & Practice	PHIL51122/PHIL51922	1	2	30
<b>TOTAL</b>		<b>18</b>	<b>28</b>	<b>420</b>

### SECOND TRIMESTER

Course	Course #	Credits	Contact Hrs./Wk.	Contact Hrs./Term
Gross Anatomy II	ANAT52205/ANAT52905	4	6	90
Spinal Anatomy	ANAT52214/ANAT52914	4	6	90
General Pathology	PATH52301/PATH52901	3	4	60
Biochemistry II	PHCH52306/PHCH52906	3	5	75
Physiology II	PHCH52344/PHCH52944	3	5	75
Chiropractic Theory	PHIL52123/PHIL52923	1	2	30
Palpation	TECH52603/TECH52903	1	2	30
<b>TOTAL</b>		<b>19</b>	<b>30</b>	<b>450</b>

**THIRD TRIMESTER**

Course	Course #	Credits	Contact Hrs./Wk.	Contact Hrs./Term
Neuroanatomy II	ANAT61208/ANAT61908	3	5	75
Immunology	PATH61421/PATH61921	2	3	45
Microbiology	PATH61423/PATH61923	3	4	60
Systems Pathology I	PATH61424/PATH61924	3	4	60
Endocrinology	PHCH61345/PHCH61945	2	3	45
Physiology III	PHCH61346/PHCH61945	3	5	75
Foundations of Evidence Based Clinical Practice	RSCH61112/RSCH61912	1	2	30
Subluxation Analysis	TECH61609/TECH61909	2	4	60
<b>TOTAL</b>		<b>19</b>	<b>30</b>	<b>450</b>

**FOURTH TRIMESTER**

Course	Course #	Credits	Contact Hrs./Wk.	Contact Hrs./Term
Life Science Review	ANAT62224/ANAT62924	2	3	45
Introduction to EHR	CLIN62222/CLIN62922	1	2	30
Physical Diagnosis I	DIAG62223/DIAG62923	3	5	75
Clinical Skills I	DIAG62224/DIAG62924	1	2	30
Systems Pathology II	PATH62426/PATH62926	2	3	45
Foundations of Nutrition	PHCH62307/PHCH62907	2	3	45
Public Health	PHIL62124/PHIL62924	1	2	30
Movement Science	REHB62347/REHB62947	2	4	60
Radiographic Quality I	ROEN62513/ROEN62913	2	3	45
Cervical Thoracic Technique	TECH62610/TECH62910	3	5	75
<b>TOTAL</b>		<b>19</b>	<b>32</b>	<b>480</b>

**FIFTH TRIMESTER**

Course	Course #	Credits	Contact Hrs./Wk.	Contact Hrs./Term
Neuromusculoskeletal Diagnosis I	DIAG71709/DIAG71909	3	5	75
Physical Diagnosis II	DIAG71711/DIAG71911	3	5	75
Genitourinary	DIAG71712/DIAG71912	2	4	60
Geriatrics	DIAG71713/DIAG71913	1	2	30
Clinical Skills II	DIAG71714/DIAG71914	1	2	30
Physiotherapy I: Passive Care	REHB71855/REHB71955	2	4	60
Diagnostic Imaging I	ROEN71513/ROEN71913	3	5	75
Radiographic Quality II	ROEN71514/ROEN71914	2	3	45
Lumbo-Pelvic Technique	TECH71606/TECH71906	3	5	75
<b>TOTAL</b>		<b>20</b>	<b>35</b>	<b>525</b>

**SIXTH TRIMESTER**

Course	Course #	Credits	Contact Hrs./Wk.	Contact Hrs./Term
Clinical Methods	CLIN72805/CLIN72905	1	2	30
Neuromusculoskeletal Diagnosis II	DIAG72704/DIAG72904	3	5	75
Obstetrics and Pediatrics	DIAG72714/DIAG72914	3	5	75
Clinical Psychology	DIAG72715/DIAG72915	1	2	30
Clinical Skills III	DIAG72717/DIAG72917	2	3	45
Toxicology	PATH72415/PATH72915	2	3	45
Physiotherapy II: Active Care	REHB72856/REHB72956	2	4	60
Diagnostic Imaging II	ROEN72514/ROEN72914	3	5	75
Extremity Adjusting Technique	TECH72616/TECH72916	2	4	60
Special Populations	TECH72617/TECH72917	2	3	45
<b>TOTAL</b>		<b>21</b>	<b>36</b>	<b>540</b>

**SEVENTH TRIMESTER**

Course	Course #	Credits	Contact Hrs./Wk.	Contact Hrs./Term
Emergency Procedures	CLIN81809/CLIN81909	2	3	45
Clinic I	CLIN81811/CLIN81911	2	5	75
Visceral Disorders & Laboratory Interpretation	DIAG81719/DIAG81919	3	5	75
Differential Diagnosis	DIAG81722/DIAG81922	3	4	60
Clinical Nutrition	PHCH81347/PHCH81947	2	3	45
Imaging: Chest & Abdomen	ROEN81516/ROEN81916	1	2	30
Technique Principles and Practice	TECH81616/TECH81916	3	5	75
Assisted Adjusting Techniques	TECH81619/TECH81919	2	3	45
Toggle Technique	TECH81620/TECH81920	2	4	60
<b>TOTAL</b>		<b>20</b>	<b>34</b>	<b>510</b>

**EIGHTH TRIMESTER**

Course	Course #	Credits	Contact Hrs./Wk.	Contact Hrs./Term
Financial Management	CBPM82151/CBPM82951	2	3	45
Legal Issues	CBPM82152/CBPM82952	1	2	30
Clinic II	CLIN82833/CLIN82933	9	21	315
OSCE – Clinical Exam	CLIN82850/CLIN82950	0		
OSCE – Radiology Exam	CLIN82851/CLIN82951	0		
Patient Centered Comm.	PHIL82127/PHIL82927	1	2	30
<b>TOTAL</b>		<b>13</b>	<b>28</b>	<b>420</b>

**NINTH TRIMESTER**

Course	Course #	Credits	Contact Hrs./Wk.	Contact Hrs./Term
Practice Management	CBPM91153/CBPM91953	3	5	75
Regulatory Issues	CBPM91154/CBPM91954	1	2	30
Clinic III	CLIN91835/CLIN91935	9	22	330
<b>TOTAL</b>		<b>13</b>	<b>29</b>	<b>435</b>

**TENTH TRIMESTER**

Course	Course #	Credits	Contact Hrs./Wk.	Contact Hrs./Term
Planning for Success	CBPM92155/CBPM92955	1	1	15
Clinic IV	CLIN92835/CLIN92935	11	28	420
<b>TOTAL</b>		<b>12</b>	<b>29</b>	<b>435</b>
		<b>Credits</b>	<b>Contact Hrs./Wk.</b>	<b>Contact Hrs./Term</b>
<b>TOTAL</b>		<b>174</b>	<b>311</b>	<b>4,665</b>

All courses within the curriculum must be completed at the matriculated Palmer College of Chiropractic campus unless the student has been granted advanced standing credit for courses completed elsewhere. In addition to the course prerequisites, a student must have successfully completed all courses within an academic term before registering for any course(s) in an academic term more than two academic terms beyond.

## **COURSE DESCRIPTIONS**

### **ANATOMY**

#### **ANAT51203/ANAT51903 Gross Anatomy I**

Credit Hours: 4

Contact Hours: 4 lecture and 2 lab hours per week

Prerequisite: None

Prerequisite for: Spinal Anatomy, Neuroanatomy II

This course will focus on neural, muscular, vascular and skeletal systems within the upper and lower extremities of the human body. Lectures will consider the contribution and integration of each system to the function of that extremity.

#### **ANAT51204/ANAT51904 Neuroanatomy I**

Credit Hours: 3

Contact Hours: 4 lecture and 1 lab hour per week

Prerequisite: None

Prerequisite for: Spinal Anatomy, Neuroanatomy II

The course covers microscopic and macroscopic anatomy of the brain, spinal cord and meninges. Physiological organization is also discussed and general lesions are reviewed.

#### **ANAT51214/ANAT51914 Embryology-Histology**

Credit Hours: 3

Contact Hours: 4 lecture hours per week

Prerequisite: None

Prerequisite for: None

This course introduces normal, abnormal morphogenesis and the functional histology of the organ systems of the human body during development. Development of the neural, muscular and skeletal systems, including human genetics and embryonic mechanisms basic to teratogenesis will be examined along with functional histology.

#### **ANAT52205/ANAT52905 Gross Anatomy II**

Credit Hours: 4

Contact Hours: 4 lecture and 2 lab hours per week

Prerequisite: None

Prerequisite for: Neuroanatomy II, Life Science Review, Introduction to Electronic Health Records, Endocrinology, Physiology III, Radiographic Quality I, Diagnostic Imaging I

The anatomy of the body wall and contents of the major body cavities will be studied. Gross anatomical features of the cardiovascular, respiratory, digestive, urinary, reproductive, endocrine and lymphatic systems will be examined. Functional and clinical aspects of the anatomy will be addressed.

#### **ANAT52214/ANAT52914 Spinal Anatomy**

Credit Hours: 4

Contact Hours: 4 lecture and 2 lab hours per week

Prerequisites: Gross Anatomy I, Neuroanatomy I, Physiology I

Prerequisite for: Neuroanatomy II, Life Science Review, Introduction to Electronic Health Records, Movement Science, Radiographic Quality I, Diagnostic Imaging I  
Neuromusculoskeletal associations of the vertebral column, head, neck and thoracic will be studied in depth. Arthrology of the vertebral column will be presented.

#### **ANAT61208/ANAT61908 Neuroanatomy II**

Credit Hours: 3

Contact Hours: 5 lecture hours per week

Prerequisites: Gross Anatomy I, Neuroanatomy I, Gross Anatomy II, Spinal Anatomy

Prerequisite for: Neuromusculoskeletal Diagnosis I

This course presents the peripheral nervous system and its role in maintaining the health and integrity of the human body and focuses on how interference with normal functions of the nervous system may cause dysfunction or disease. The peripheral nervous system consists of the cranial nerves, spinal nerves, and peripheral visceral nervous system. The structures involved with the special senses of vision, hearing, balance, taste, smell, and touch are also studied.

#### **ANAT62224/ANAT62924 Life Science Review**

Credit Hours: 2

Contact Hours: 3 lecture hour per week

Prerequisites: All first through third trimester Life Science courses

Prerequisite for: None

Co-requisite with: Systems Pathology II

The course will cover all major aspects of life sciences. Topics include general anatomy, spinal anatomy, pathology, physiology, chemistry, and microbiology.

## **CHIROPRACTIC BUSINESS AND PRACTICE MANAGEMENT**

#### **CBPM51111/CBPM51911 Rights and Responsibilities**

Credit Hours: 1

Contact Hours: 1 lecture hour per week

Prerequisite: None

Prerequisite for: None

Within the context of the chiropractic profession, this course addresses applied ethics in both personal and professional settings and offers an introduction to interpersonal communication. Methods used include student- and instructor-

led discussion, lecture, guest speakers, surveys, small group activities and reading assignments. Written assignments must also be completed and submitted.

### **CBPM82151/CBPM82951 Financial Management**

Credit Hours: 2

Contact Hours: 2 lecture hours per week

Prerequisite: All first through sixth trimester courses, Clinical Methods, Clinical Skills III

Prerequisite for: Planning for Practice Success

This course introduces payment options and fee structures within a professional practice including cash practice, insurance-based practice and participation in managed care organizations. Procedures for insurance claims submissions and management will be included and collection strategies will be discussed. The basic principles of financial and records management will also be discussed.

### **CBPM82152/CBPM82952 Legal Issues**

Credit Hours: 1

Contact Hours: 2 lecture hours per week

Prerequisite: All first through sixth trimester courses

Prerequisite for: Planning for Practice Success

This course focuses on the basics of jurisprudence, risk management strategies, ethics and practice liability issues related to chiropractic practice; principles of law associated with clinical practice and the chiropractic profession at large; relationships of its providers to each other, third-party payers, malpractice insurance carriers and society in general; basics of contract and tort law related to the issues of malpractice; coverage needs and options; duties of the chiropractor regarding the doctor-patient relationship and standard of care issues; and the basics of child/adult abuse reporting related to the issues of malpractice.

### **CBPM91153/CBPM91953 Practice Management**

Credit Hours: 3

Contact Hours: 3 lecture hours per week

Prerequisite: All courses through seventh trimester, Clinic I

Prerequisite for: Planning for Practice Success, Clinic IV

Within the context of a business plan, this course prepares the student for the organization, management and contingency planning for chiropractic practice. Contract negotiations, business aspects of delivering care, supervision of employees and collection policies for chiropractic healthcare related services will be included. Effective communication skills will be addressed, featuring interactions with patients, employees, vendors and other professionals.

### **CBPM91154/CBPM91954 Regulatory Issues**

Credit Hours: 1

Contact Hours: 2 lecture hours per week

Prerequisite: All courses through seventh trimester, Clinic I

Prerequisite for: Planning for Practice Success

This course addresses regulatory issues related to the practice of chiropractic, including AIDS/HIV, OSHA, HIPAA, sexual harassment prevention, professional boundaries, child and dependent adult abuse reporting, and communicable disease reporting.

### **CBPM92155/CBPM92955 Planning for Success**

Credit Hours: 1

Contact Hours: Distance Learning Course

Prerequisites: Financial Management, Legal Issues, Practice Management, Regulatory Issues

This distance learning course is devoted to final preparation for the student to enter chiropractic practice. The focus is on decision making, goal setting and professional interactions resulting in the successful implementation of post-graduate plans.

## **CLINIC**

### **CLIN62222/CLIN62922 Introduction to Electronic Health Records**

Credit Hours: 1

Contact Hours: 2 lecture hours per week

Prerequisite: All first through third trimester courses

Prerequisite for: Clinical Skills II

Co-requisite: Clinical Skills I, Cervical-Thoracic Technique, Electronic Health Records (EHRs) are application systems that automate activities of health-care providers and administrative staff. This course will focus on the use of EHRs and required patient documentation components.

### **CLIN72805/CLIN72905 Clinical Methods**

Credit Hours: 1

Contact Hours: 1 lecture and 1 clinic hour per week

Prerequisite: All first through fifth trimester courses. Must be able to enter Clinic I the following term.

Prerequisite for: Clinic I

This course provides an orientation of policies and procedures necessary for completion of patient care experiences in the Palmer Chiropractic Clinics. At the conclusion of this course students will participate in the Clinic Induction Ceremony.

### **CLIN81809/CLIN81909 Emergency Procedures**

Credit Hours: 2

Contact Hours: 3 lecture hours per week

Prerequisites: All first through sixth trimester courses; Must



be able to enter 8<sup>th</sup> trimester, Clinic II the following term.  
Prerequisite for: Clinic II, OSCE Clinical, OSCE Radiology  
Co-requisite with: Clinic I  
The course covers basic procedures used in an emergency situation. Upon successful completion of this course, the student will be certified in cardiopulmonary resuscitation (CPR).

### **CLIN81811/CLIN81911 Clinic I**

Credit Hours: 2  
Contact Hours: 2 small group/lab and 3 clinic hours per week  
Prerequisites: All first through sixth trimester courses  
Prerequisite for: Clinic II, OSCE Clinical, OSCE Radiology, Practice Management, Regulatory Issues  
Co-requisite with: Emergency Procedure  
Student interns continue in their development of clinical competency through patient care in the Palmer Chiropractic Clinics. Patient care takes place under the supervision and direction of the faculty clinicians who assess the intern's clinical competency.

### **CLIN82833/CLIN82933 Clinic II**

Credit Hours: 9  
Contact Hours: 21 clinic hours per week  
Prerequisites: All first through seventh trimester courses  
Prerequisite for: Clinic III  
Student interns continue in their development of clinical competency through patient care in Palmer Chiropractic Clinics. Patient care and clinical mentorship occur under the direct supervision of faculty clinicians who regularly assess the intern's clinical competency.

### **CLIN82850/CLIN82950 OSCE Clinical**

8th trimester clinical competency exam  
Prerequisites: All first through seventh trimester courses  
Prerequisite for: Clinic IV  
Co-requisite with: OSCE Radiology

### **CLIN82851/CLIN82951 OSCE Radiology**

8th trimester radiology competency exam  
Prerequisites: All first through seventh trimester courses  
Prerequisite for: Clinic IV  
Co-requisite with: OSCE Clinical

### **CLIN91835/CLIN91935 Clinic III**

Credit Hours: 9  
Contact Hours: 22 clinic hours per week Prerequisite: Clinic II  
Prerequisite for: Clinic IV  
Student interns continue in their development of clinical competency through patient care in the Palmer Chiropractic Clinics or through optional off-campus programs for qualified

interns. Patient care and clinical mentorship occur under the direct supervision of faculty clinicians or approved off campus clinicians who regularly assess the intern's clinical competency.

### **CLIN92835/CLIN92935 Clinic IV**

Credit Hours: 11  
Contact Hours: 28 clinic hours per week  
Prerequisite: Patient Centered Communication, OSCE Clinical, OSCE Radiology, Clinic III  
Student interns continue their development of clinical competency through patient care in the Palmer Chiropractic Clinics or through optional off-campus programs for qualified interns. Patient care and clinical mentorship occur under the direct supervision of faculty clinicians or approved off campus clinicians who regularly assess the intern's clinical competency.

## **DIAGNOSIS**

### **DIAG62223/DIAG92923 Physical Diagnosis I**

Credit Hours: 3  
Contact Hours: 5 lecture/lab hours per week  
Prerequisites: General Pathology, Immunology, Systems Pathology I, Endocrinology  
Prerequisite for: Physical Diagnosis II, Genitourinary, Geriatrics  
In this course, students learn to perform a comprehensive case history and physical examination of the vital signs and head and neck. Students are expected to correlate the historical and physical data in order to arrive at a differential diagnosis and prudent management plan. When relevant to the diagnosis, additional studies and specialty consultations are addressed.

### **DIAG62224/DIAG62924 Clinical Skills I**

Credit Hours: 1  
Contact Hours: 2 lab hours per week  
Prerequisite: Palpation, Subluxation Analysis Prerequisite for: Clinical Skills II  
Co-requisite with: Introduction to Electronic Health Records, Cervical Thoracic Technique  
This lab provides the development, reinforcement and application of clinical skills learned in core courses. Patient assessment skills are reviewed, practiced and integrated into a simulated electronic health records system.

### **DIAG71709/DIAG71909 Neuromusculoskeletal Diagnosis I**

Credit Hours: 3  
Contact Hours: 5 lecture/lab hours per week Prerequisite: Neuroanatomy II

Prerequisite for: Neuromusculoskeletal Diagnosis II, Clinical Methods

The course covers physical diagnostic procedures specific to the neuromusculoskeletal system. It focuses on the head, neck and upper extremities from a clinical perspective. It accentuates the development of professional demeanor, clinical judgment, patient management and follow-up.

### **DIAG71711/DIAG71911 Physical Diagnosis II**

Credit Hours: 3

Contact Hours: 5 lecture/lab hours per week Prerequisite: Physical Diagnosis I

Prerequisite for: Obstetrics/Pediatrics, Visceral Disorders, Differential Diagnosis, Clinical Methods

In this course students learn to perform a physical examination of the lungs, heart and abdomen. Students are also expected to correlate the historical and physical data in order to arrive at a differential diagnosis and prudent management plan. When relevant to the diagnosis or management, additional studies and specialty consultations are addressed.

### **DIAG71712/DIAG71912 Genitourinary**

Credit Hours: 2

Contact Hours: 2 lecture & 2 lab hours per week Prerequisites: Physical Diagnosis I,

Systems Pathology I, Endocrinology

This course covers topics in genitourinary health across the lifespan. Concepts related to reproduction and pregnancy will also be introduced. Emphasis will include evaluation of the genitourinary systems including Proctological and Gynecological examinations performed on anatomical models. Evidence-informed health promotion and disease guidelines and resources for patients and chiropractors will be introduced.

### **DIAG71713/DIAG71913 Geriatrics**

Credit Hours: 1

Contact Hours: 2 lecture hours per week

Prerequisites: Physical Diagnosis I, Systems Pathology I

This interactive course emphasizes health and wellness in the aging individual, and normal and abnormal age-related changes. Strategies to enhance the aging experience will be examined, including specific chiropractic management considerations and evidence-based health promotion and resources for aging persons. Age-related disease prevention, interdisciplinary communication, and cultural competency in elder care will be included.

### **DIAG71714/DIAG71914 Clinical Skills II**

Credit Hours: 1

Contact Hours: 2 lab hours per week

Prerequisite: Introduction to Electronic Health Records, Clinical Skills I

Prerequisite for: Clinical Skills III, Clinical Methods

Co-requisite with: Lumbo-Pelvic Technique

This course provides the development, reinforcement and application of clinical skills learned in core courses. Patient assessment skills are reviewed, practiced and integrated into a simulated electronic health records system.

### **DIAG72704/DIAG72904 Neuromusculoskeletal Diagnosis II**

Credit Hours: 3

Contact Hours: 5 lecture/lab hours per week

Prerequisite: Neuromusculoskeletal Diagnosis I

Prerequisites for: Emergency Procedures, Clinic I, Differential Diagnosis

The course covers physical diagnostic procedures specific to the neuromusculoskeletal system. It focuses on the trunk and lower extremities from a clinical perspective. It also accentuates the development of professional demeanor, clinical judgment, patient management and follow-up.

### **DIAG72714/DIAG72914 Obstetrics and Pediatrics**

Credit Hours: 3

Contact Hours: 4 lecture and 1 lab hour per week

Prerequisites: Systems Pathology II, Physical Diagnosis II

Prerequisite for: None

This course is divided into two sections. The first section covers normal physiologic changes of the pregnant patient as well as clinical manifestations of aberrant physiology and disorders. Issues related to conception, pregnancy and birth are also discussed. The second portion of the course covers normal physiology of the pediatric patient as well as clinical manifestations of aberrant physiology and disorders. Appropriate adaptations to history-taking and physical- exam procedures learned in previous courses are reviewed. Clinical judgment, patient management, chiropractic care and follow-up of these patients are addressed.

### **DIAG72715/DIAG72915 Clinical Psychology**

Credit Hours: 1

Contact Hours: 2 lecture hours per week

Prerequisite: None

This course reviews the history of chiropractic and the treatment of mental illness. Consideration is given to the definition of mental illness, assessment and treatment or referral protocol. Management of stress, communication and

the doctor/patient relationship are also covered in order to facilitate better treatment outcomes.

### **DIAG72717/DIAG72917 Clinical Skills III**

Credit Hours: 2

Contact Hours: 3 lab hours per week

Prerequisite: Clinical Skills II

Prerequisite for: Clinic I

Co-requisite with: Extremity Adjusting Technique

This course provides the development, reinforcement and application of clinical skills learned in core courses. Patient assessment skills are reviewed, practiced and integrated into a simulated electronic health records system.

### **DIAG81719/DIAG81919 Visceral Disorders and Laboratory Interpretation**

Credit Hours: 3

Contact Hours: 5 lecture hours per week

Prerequisite: Physical Diagnosis II

Prerequisite for: Clinic II, OSCE Clinical, OSCE Radiology

Chiropractors, as primary care/portal of entry providers, should be well versed in not only the evaluation of visceral disorders/dysfunction by clinical laboratory testing, but also in the appropriate management of patients with visceral dysfunction when indicated or by consulting with or referring to another health-care provider as needed. This course is a case-based approach to visceral disorders and clinical laboratory interpretation. Doctor of Chiropractic should also be aware of the standard of care issues as they relate to clinical laboratory testing and visceral disorders/dysfunction. Numerous case studies with clinical relevancy will be presented throughout the course.

### **DIAG81722/DIAG81922 Differential Diagnosis**

Credit Hours: 3

Contact Hours: 4 lecture hours per week

Prerequisites: Physical Diagnosis II, Neuromusculoskeletal Diagnosis II, Radiographic Quality II, Diagnostic Imaging II

Prerequisite for: OSCE Clinical, OSCE Radiology

The course covers the integration of the patient history, physical exam, diagnostic imaging, laboratory and other diagnostic procedures to develop differential diagnoses and a patient management plan. Emphasis will be on the principles of evidence-informed clinical practice.

## **PATHOLOGY**

### **PATH52301/PATH52901 General Pathology**

Credit Hours: 3

Contact Hours: 4 lecture hours per week

Prerequisites: Biochemistry I, Physiology I

Prerequisite for: Life Science Review, Introduction to Electronic Health Records, Physical Diagnosis I, Systems Pathology I, Systems Pathology II

This course is an introduction to the basic changes that occur in the disease process. Topics covered include cellular injury and death, inflammation and repair, hemodynamic, neoplasm, genetic and pediatric disorders.

### **PATH61421/PATH61921 Immunology**

Credit Hours: 2

Contact Hours: 3 lecture hours per week

Prerequisite: None

Prerequisite for: Life Science Review, Introduction to Electronic Health Records, Physical Diagnosis I

This course introduces the basis for immunity, phagocytosis, complement, humoral mechanisms and specific acquired immunity. Also, antigen presentation, lymphocyte trafficking, and restraining the immune system will be covered. Additional topics include immunological memory, vaccination, immunodeficiency, the hygiene hypothesis and cancer and the immune system. The links between the nervous system and the immune system will be discussed.

### **PATH61423/PATH61923 Microbiology**

Credit Hours: 3

Contact Hours: 5 lecture hours per week

Prerequisite: None

Prerequisite for: Life Science Review, Introduction to Electronic Health Records

This course addresses the basic structure, function and growth requirements of microorganisms, as well as methods for controlling their growth and transmission. This will be followed by a study of the major pathogenic bacteria, fungi and parasites, as well as pathogenic helminths. Emphasis will be placed on the relationship between virulence of the microorganism and the resistance of the host. Relevance to chiropractic clinical practice will also be emphasized.

### **PATH61424/PATH61924 Systems Pathology I**

Credit Hours: 3

Contact Hours: 4 lecture hours per week

Prerequisite: General Pathology

Prerequisite for: Life Science Review, Introduction to Electronic Health Records, Physical Diagnosis I, Genitourinary, Geriatrics

This course is an introduction to the systemic changes that occur in the disease process. Topics covered include disorders of the musculoskeletal system, peripheral nervous system, central nervous system, blood vessels, heart and respiratory system.

### **PATH62426/PATH62926 Systems Pathology II**

Credit Hours: 2

Contact Hours: 3 lecture hours per week

Prerequisite: General Pathology

Prerequisite for: Obstetrics/Pediatrics

This course is an introduction to the systemic changes that occur in the disease process. Topics covered include disorders of the alimentary tract, integumentary system, genitourinary tract, breast, hematopoietic system and lymphatic system.

### **PATH72415/PATH72915 Toxicology**

Credit Hours: 2

Contact Hours: 3 lecture hours per week

Prerequisite: none

This course deals with the basic principles of pharmacology and toxicology, including drug dose and dose response, toxic effects and interactions. In addition, drug-drug and drug-food interactions and drug-induced nutrient depletions will be discussed in detail. Common drug classes will be discussed along with their function, side effects and nutrient interactions.

## **PHILOSOPHY**

### **PHIL51122/PHIL51922 Chiropractic Philosophy and History**

Credit Hours: 1

Contact Hours: 2 lecture hours per week

Prerequisite: None

Prerequisite for: Chiropractic Theory

This class serves as an introduction to the philosophical underpinnings and current principles and practices of the chiropractic profession. The development of the chiropractic profession is studied through its unique history and philosophy from discovery to the present, emphasizing the contributions of key individuals and events. Evolution of different clinical approaches (chiropractic techniques) is introduced.

### **PHIL52123/PHIL52923 Chiropractic Theory**

Credit Hours: 1

Contact Hours: 2 lecture hours per week

Prerequisite: Chiropractic Philosophy and History

This course provides a philosophic exploration of the evolution of hypotheses describing the subluxation complex and its application to matters of health and illness. The history and current evidence relating to the subluxation complex will be presented, including causes and prevention.

### **PHIL62124/PHIL92924 Public Health**

Credit Hours: 1

Contact Hours: 2 lecture hours per week

Prerequisite: None

This course addresses the health issues facing today's communities, from the foundations of community health, to the health of the nation, healthcare delivery and environmental health and safety.

### **PHIL82127/PHIL82927 Patient-Centered Communication**

Credit Hours: 1

Contact Hours: 2 lecture hours per week

Prerequisite: All first through sixth trimester courses

This course is designed to develop the knowledge and skills of effective patient-centered communication in chiropractic practice, focusing on how messages from media sources and different interpersonal, interprofessional, cultural, philosophical perspectives affect health beliefs and behaviors. Students will learn to engage their patients and other professionals as partners in health care and communicate the role of chiropractic in ways that motivate patients to engage in healthier behaviors.

## **PHYSIOLOGY/BIOCHEMISTRY**

### **PHCH51331/PHCH51931 Biochemistry I**

Credit Hours: 3

Contact Hours: 5 lecture hours per week

Prerequisite: None

Prerequisite for: General Pathology, Biochemistry II

This course is to serve as the foundation for several life science courses. Lecture topics include the structures, function, digestion and absorption of biologically important molecules, including carbohydrates, lipids, proteins, vitamins and minerals. Enzyme kinetics, regulation of enzyme activity and maintenance of pH in the body will also be discussed. Normal and abnormal physiology related to these biologically important molecules will be considered.

### **PHCH51335/PHCH51935 Physiology I**

Credit Hours: 3

Contact Hours: 5 lecture hours per week

Prerequisite: none

Prerequisite for: Spinal Anatomy, General Pathology, Physiology II, Physiology III

This course will examine the structure and function of the integumentary, skeletal and muscular systems, including fascia and major types of spinal cord reflexes. Integrated throughout the course, cellular structure and function will be discussed as it relates to these systems.

### **PHCH52306/PHCH52906 Biochemistry II**

Credit Hours: 3

Contact Hours: 5 lecture hours per week

Prerequisite: Biochemistry I

Prerequisite for: Life Science Review, Introduction to

Electronic Health Records, Foundations of Nutrition

The course covers human metabolism, including carbohydrates, lipids and nitrogenous compounds. Vitamins and coenzymes are discussed. Energy use and metabolic control are considered for each pathway.

### **PHCH52344/PHCH52944 Physiology II**

Credit Hours: 3

Contact Hours: 4 lecture hours per week

Prerequisites: Physiology I

Prerequisite for: Life Science Review, Introduction to

Electronic Health Records, Endocrinology

Co-requisite with: Movement Science

This course covers the physiology of the nervous system. Topics include somatic sensation, special senses, motor control, and physiology of the autonomic nervous system. Higher cortical function will be studied. In addition, interactions between the nervous, endocrine and immune systems will be reviewed.

### **PHCH61345/PHCH61945 Endocrinology**

Credit Hours: 2

Contact Hours: 3 lecture hours per week

Prerequisites: Gross Anatomy II, Physiology II

Prerequisite for: Life Science Review, Introduction to

Electronic Health Records, Physical Diagnosis I, Genitourinary

This course will consist of a lecture sequence in which the normal and some abnormal physiology of each gland or structure displaying endocrine function will be discussed. The site of synthesis, function, mechanism of action, and the regulation of hormones will be the center of discussion.

### **PHCH61346/PHCH61946 Physiology III**

Credit Hours: 3

Contact Hours: 5 lecture hours per week

Prerequisites: Gross Anatomy II, Physiology II

Prerequisite for: Life Science Review, Introduction to Electronic Health Records

This course covers the physiology of the cardiovascular, lymphatic, pulmonary and renal systems. Cardiovascular topics include mechanics, electrical activity of the heart, hemodynamics, control of blood flow and blood pressure. Pulmonary topics include mechanics of ventilation, pulmonary circulation, respiratory diffusion of gases, blood transport of

respiratory gases, chemical and neural control of ventilation. Renal topics studied include body fluid physiology, glomerular function of the kidney, neural control of the bladder, and renal transport mechanisms. Additional areas of coverage include regulation of osmolality, extracellular fluid regulation, regulation of potassium and acid-base balance by the kidney.

### **PHCH62307/PHCH62907 Foundations of Nutrition**

Credit Hours: 2

Contact Hours: 3 lecture hours per week

Prerequisite: Biochemistry II

Prerequisite for: Clinical Nutrition

This course is designed to study the role of dietary nutrients in the maintenance of health and disease prevention. Nutritional characteristics of macronutrients and micronutrients will be discussed in detail, along with interpretation of food labels. In addition, the class discussion will focus on eating disorders, dietary trends and obesity.

### **PHCH81347/PHCH81947 Clinical Nutrition**

Credit Hours: 2

Contact Hours: 3 lecture hours per week

Prerequisite: Foundations of Nutrition

Prerequisite for: OSCE Clinical, OSCE Radiology

This course focuses on nutritional strategies for managing disorders of the musculoskeletal and organ systems. The role of specific nutrients in the etiology, prevention and management of common disorders seen in chiropractic practices, as well as weight control will be discussed. Nutritional assessment strategies and subsequent patient plans will be determined.

## **RADIOLOGY**

### **ROEN62513/ROEN62913 Radiographic Quality I**

Credit Hours: 2

Contact Hours: 2 lecture hours and 1 lab hour per week

Prerequisites: Gross Anatomy II, Spinal Anatomy Prerequisite for: Radiographic Quality II

This course will prepare the student to create diagnostic images of the axial spine including introduction to radiologic technology and physics. Lecture material will include radiographic quality measures including patient positioning, safety practices, and principles of X-ray exposure. The application of relevant legal and ethical standards will be discussed.

### **ROEN71513/ROEN71913 Diagnostic Imaging I**

Credit Hours: 3

Contact Hours: 5 lecture hours per week

Prerequisites: Gross Anatomy II, Spinal Anatomy Prerequisite for: Clinical Methods, Differential Diagnosis, Diagnostic Imaging II, Imaging: Chest & Abdomen

This course covers methods of diagnostic imaging, normal anatomy and normal variants of the skeletal system, roentgenometrics, congenital anomalies, endocrine, metabolic, nutritional and arthritic conditions of bone. It is an overview of plain film radiography along with some discussion and visualization of specialized imaging procedures including nuclear bone scintigraphy, computed tomography (CT), and magnetic resonance imaging (MRI) as related to the case work-up. Patient management and various medical and legal aspects are also discussed.

### **ROEN71514/ROEN71914 Radiographic Quality II**

Credit Hours: 2

Contact Hours: 1 lecture hour and 2 lab hours per week

Prerequisites: Radiographic Quality I Prerequisite for: Clinical Methods, Differential Diagnosis, Imaging: Chest & Abdomen

This course is a continuation in the study of radiologic technology, physics, and positioning with emphasis on extremity, chest and abdomen setups. Additionally, strategies for image improvement and procedural adaptations for special patient populations are explored. The application of relevant legal and ethical standards continues.

### **ROEN72514/ROEN72914 Diagnostic Imaging II**

Credit Hours: 3

Contact Hours: 5 lecture hours per week

Prerequisite: Diagnostic Imaging I Prerequisite for: Differential Diagnosis

This course covers radiographic evaluation of the skeletal system including, but not limited to, neoplasia, trauma to the spine and trauma to the extremities, as well as osteomyelitis, septic arthritis and hematological diseases of bone. It is an overview of plain film radiography along with some discussion and visualization of specialized imaging procedures, including nuclear bone scintigraphy, computed tomography (CT) and magnetic resonance imaging (MRI) as related to case work-up. Patient management and various medical and legal aspects are also discussed.

### **ROEN81516/ROEN81916 Imaging: Chest and Abdomen**

Credit Hours: 1

Contact Hours: 2 lecture hours per week

Prerequisite: Diagnostic Imaging I, Radiographic Quality II

Prerequisite for: OSCE Clinical, OSCE Radiology

This course covers methods of imaging, normal anatomy and normal variants of the chest, abdomen, head and neck.

## **REHABILITATION**

### **REHB62347/REHB62947 Movement Science**

Credit Hours: 2

Contact Hours: 3 lecture hours/1 lab hour per week

Prerequisite: Spinal Anatomy

This course will explore the developmental patterns of human movement, including functional movement assessments to determine the causes and consequences of dysfunction. Students will analyze human movement from neurological, biomechanical, and physiological perspectives.

### **REHB71855/REHB71955 Physiotherapy I: Passive Care**

Credit Hours: 2

Contact Hours: 3 lecture and 1 lab hour per week

Prerequisite for: Clinical I

This course provides the student with evidence-based fundamental knowledge and skill, which will enable the student to make basic decisions about prescribing and using therapeutic modalities to restore and/or enhance function, improve physical skills, prevent re-injury, facilitate the chiropractic adjustment, stimulate healing and control pain, edema and muscle spasm. Emphasis is placed on critical thinking and decision-making skills incorporating evidence-based modality selection considering patient diagnosis, stage of healing and contraindication in generating the most appropriate management plan through all phases of care. An overview of various manual therapies also will be included.

### **REHB72856/REHB72956 Physiotherapy II: Active Care**

Credit Hours: 2

Contact Hours: 3 lecture and 1 lab hour per week

Prerequisite for: Clinic I

This course will provide the chiropractic student with fundamental knowledge and skill, which will enable the student to make basic decisions about prescribing and using therapeutic exercise and rehabilitation to restore or enhance function, improve physical skills, prevent re-injury, correct and prevent subluxation, and promote wellness and active lifestyles. It will address the relationship between subluxation and exercise. Using fundamentals developed in earlier trimesters, the focus will be on prescription, development and progression of rehabilitation and exercise programs that will address the conditions most commonly seen in the general practice of chiropractic. An overview of outcome measures will also be included.



## **RESEARCH**

### **RSCH61112/RSCH61912 Foundations of Evidence Based Clinical Practice**

Credit Hours: 1

Contact Hours: 2 lecture hours per week Prerequisite: None

This course will provide the student with a foundation in evidence-based clinical practice. Emphasis will be placed on asking clinical questions, acquiring knowledge, and appraising the literature. Information will be provided on the services and resources available through Palmer's library. Students will also discuss the hierarchy of evidence and study design.

## **TECHNIQUE**

### **TECH52603/TECH52903 Palpation**

Credit Hours: 1

Contact Hours: 2 lecture/lab hours per week

Prerequisite for: Clinical Skills I, Subluxation Analysis, Cervical-Thoracic Technique

Basic clinical palpation will be introduced with emphasis on the structural and functional examination of the spine and related structures. Soft tissue palpation and posture analysis are also presented.

### **TECH61609/TECH61909 Subluxation Analysis**

Credit Hours: 2

Contact Hours: 1 lecture hour and 3 lab hours per week

Prerequisite: Palpation

Prerequisite for: All remaining technique courses, Clinical Skills I

This course lays the foundation of the spinal subluxation evaluation as presented in the technique and clinic curriculum with emphasis on thermographic instrumentation. The components and related assessment procedures of the vertebral subluxation complex will be presented in a stepwise process with an emphasis on integration of clinical findings. These clinical findings will also be related to clinical guidelines relative to the PART system.

### **TECH62610/TECH62910 Cervical-Thoracic Technique**

Credit Hours: 3

Contact Hours: 5 lecture/lab hours per week

Prerequisite: Palpation, Subluxation Analysis

Prerequisite for: Lumbo-Pelvic Technique, Special Populations, Technique Principles and Practice

Co-requisite with: Clinical Skills I, Introduction to Electronic Health. This course prepares the student to evaluate and adjust the cervical and thoracic spine regions. Students will be taught the elements of Palmer Package in order to determine where, when, and how to adjust the vertebral subluxation.

### **TECH71606/TECH71906 Lumbo-Pelvic Technique**

Credit Hours: 3

Contact Hours: 5 lecture/lab hours per week

Prerequisite: Cervical-Thoracic Technique

Prerequisite for: Clinic I, Emergency Procedures, Special Populations, Technique Principles and Practice

Co-requisite with: Clinical Skills II

This course prepares the student to evaluate and adjust the lumbar and pelvic spine regions. Students will be taught the elements of Palmer Package in order to determine where, when, and how to adjust the vertebral subluxation.

### **TECH72616/TECH72916 Extremity Adjusting Technique**

Credit Hours: 2

Contact Hours: 4 lecture/lab hours per week

Prerequisites: Subluxation Analysis

Prerequisite for: Clinic II, OSCE Clinical, OSCE Radiology

Co-requisite with: Clinical Skills III

This course emphasizes analytical aspects of extremity care. Consultation, examination and X-ray techniques are covered to determine when and when not to adjust the extremities. Analysis and adjusting of the entire appendicular skeleton are taught.

### **TECH72617/TECH72617 Special Populations**

Credit Hours: 2

Contact Hours: 2 lecture hours and 1 lab hour per week

Prerequisites: Cervical-Thoracic Technique, Lumbo-Pelvic Technique

Prerequisite for: Clinic II

This course prepares the student to adjust patients with special considerations including pregnancy, pediatrics, and geriatrics. Other topics include considerations for cultural and religious differences and patients with physical or mental disabilities.

### **TECH81616/TECH81916 Technique Principles and Practice**

Credit Hours: 3

Contact Hours: 5 lecture/lab hours per week

Prerequisites: All technique courses through sixth trimester

Prerequisite for: Clinic II, OSCE Clinical, OSCE Radiology

This course is an enhancement of the spinal evaluation and adjusting procedures presented in the technique curriculum. The fine points of spinal evaluation and adjusting procedures are covered, with an emphasis on clinical application.

### **TECH81619/TECH81919 Assisted Adjusting Techniques**

Credit Hours: 2

Contact Hours: 3 lecture/lab hours per week

Prerequisites: Cervical-Thoracic Technique, Lumbo-Pelvic Technique

Prerequisite for: Clinic II, OSCE Clinical, OSCE Radiology

This course will provide the student with a background in the use of table assisted and instrument assisted chiropractic techniques. Common assisted techniques utilized in chiropractic practice and introduced in this course include Thompson, Flexion/Distrraction and Activator Methods. Students will review patient evaluation procedures for indications and contraindications for utilization of assisted adjusting techniques.

### **TECH81620/TECH81920 Toggle Technique**

Credit Hours: 2

Contact Hours: 4 lecture/lab hours per week

Prerequisites: All technique courses through fifth trimester

Prerequisite for: Clinic III

The biomechanics of the upper cervical spine are presented, as well as a reinforcement of static and motion palpation skills. Palmer Upper Cervical specific X-ray analysis and adjusting procedures are presented. The use of chiropractic instrumentation and leg checks are presented as they pertain to upper cervical practice.

## **CLINICAL ENRICHMENT ELECTIVE PROGRAMS**

Certification may be earned in some electives by completing an elective course offered on the Palmer campus and by passing a comprehensive examination. Certification is required for utilization of the procedure in the clinic. Elective courses are offered on a rotating basis with each elective offered at a minimum of one academic term per year. Fees are charged for elective courses in addition to the regular tuition.

### **SPED81361 Logan Basic Technique**

Contact Hours: 32 per session

Prerequisite: Movement Science, Cervical-Thoracic Technique

Students must be in the fifth trimester or higher to take this course. This course is designed to teach the Logan Basic Technique. It includes anatomy, body mechanics, body distortions, adjusting technique, X-ray and heel lifts.

### **SPED81363 Advanced Soft Tissue**

Contact Hours: 32 per session

Prerequisite: Passive Care

Co-requisite: Active Care

Students must be in the sixth trimester or higher to take this

course. This course will develop a greater understanding of chiropractic rehabilitation concepts. The course will include review of functional anatomy, joint mechanics, gait analysis and movement patterns.

### **SPED81365 Thompson Technique**

Contact Hours: 42 per session

Prerequisite: Cervical-Thoracic Technique and Lumbo-Pelvic Technique

Students must be in the sixth trimester or higher to take this course. The Thompson Technique is a low force, specific adjustment technique, which includes the Derefield-Thompson Leg Analysis System.

### **SPED81367 NUCCA**

Contact Hours: 42 per session

Prerequisite: Subluxation Analysis Technique

Co-requisite: Cervical-Thoracic Technique

Students must be in the fourth trimester or higher to take this course. It covers X-ray techniques, upper cervical biomechanics and adjusting techniques for the four basic types of atlas subluxation complex.

### **SPED81368 Sacro Occipital Technique I**

Contact Hours: 45 per session

Students must be in the fourth trimester or higher to take this course. It deals with the philosophy and fundamentals of SOT technique.

### **SPED81369 Sacro Occipital Technique II**

Contact Hours: 42 per session

Students must be in the fifth trimester or higher to take this course and have completed Sacro Occipital Technique I.

### **SPED81372 Atlas Orthogonal**

Contact Hours: 32 per session

Prerequisite: Subluxation Analysis

Co-requisite: Cervical Thoracic Technique

Students must be in the fourth trimester or higher to take this course. It covers methods of locating cervical spinal subluxations using the Atlas Orthogonal technique.

### **SPED81374 Blair Technique**

Contact Hours: 42 per session

Prerequisite: Movement Science, Cervical-Thoracic Technique

Students must be in the fifth trimester or higher to take this course. The Blair Technique is a specific system of analyzing and adjusting the upper cervical vertebrae (atlas/axis primarily). It relies on the natural asymmetry of the body to formalize an adjustment designed specifically for that patient. Special X-rays

are taken (protractor and stereo) to determine the listings. Use of instrumentation, leg checks and palpation are also covered.

### **SPED81375 McKenzie MDT - Part A**

Contact Hours: 42 per session

Students must be in the fifth trimester or higher to take this course. Students will learn how to functionally assess Cervical and Thoracic Spine complaints and categorize them into mechanical sub-groups enabling the student to accurately and efficiently triage patients. Students will learn the importance of centralization of symptoms and directional preference with the application of repeated functional spine movements and/or static positioning. Patient management, including progression of forces up to and including spinal adjusting, will be emphasized. Patient treatment aspects of care are stressed. Students will learn how this process promotes patient empowerment, increases satisfaction with treatment, and is cost effective.

### **SPED81376 McKenzie MDT - Part B**

Contact Hours: 42 per session

Prerequisite: McKenzie MDT Part A

Students must be in the fifth trimester or higher to take this course. This course is a continuation of McKenzie MDT – Part A.

### **SPED81380 McKenzie MDT - Part C**

Contact Hours: 42 per session

Prerequisites: McKenzie MDT Part B

The Part C course will review and advance the theory and practical application of MDT in relation to the lumbar spine and introduce the concept of MDT in the management of lower extremity musculoskeletal disorders.

### **SPED81381 McKenzie MDT - Part D**

Contact Hours: 42 per session

Prerequisites: McKenzie MDT Part C

The Part D course will review and advance the theory and practical application of MDT in relation to the cervical and thoracic spine and introduce the concept of MDT in the management of upper extremity musculoskeletal disorders.

### **SPED81378 Advanced Activator Methods**

Contact Hours: 32 per session

Prerequisite: Assisted Adjusting Technique

Protocols for assessing and treating the extremities and pelvis will be discussed, demonstrated and practiced. Additionally, this course reviews the Activator Methods basic scan and adjusting protocols.

### **SPED81379 Advanced Flexion Distraction**

Contact Hours: 32 per session

Prerequisite: Assisted Adjusting Technique

This course builds on the introduction to Flexion Distraction provided in the core curriculum. Full spine flexion distraction treatment will be taught with evidence-based evaluation and management of low back pain using case presentations.

### **SPED81382 Selective Functional Movement Assessment (SFMA)**

Contact Hours: 20 per session

Prerequisite: Movement Science

This course teaches the Selective Functional Movement Assessment (SFMA). The SFMA is used as a comprehensive assessment to classify movement patterns and direct the appropriate use of manual therapy and other treatment interventions. The SFMA is based on the concept of regional interdependence, instructing students to assess and manage dysfunction away from the patient's primary location of pain.

## QUARTER CURRICULUM – FLORIDA CAMPUSES

The Florida Campus Quarter Curriculum is being phased out. Incoming students beginning with the fall 2022 term will enroll into the trimester curriculum.

### COURSE DESCRIPTION KEY

STRU51110

STRU=Track abbreviation

51=Term code

110=Course number

#### Track Abbreviations

STRU Structure of the Human

CARE Care for the Human

CLIN Clinic

FOUN Foundations for Practice

CEPE Clinical Enrichment Program Electives

FNCT Function of the Human

### COURSES BY QUARTER

#### FIRST QUARTER

Course	Course #	Credits	Contact Hrs./Wk.	Contact Hrs./Term
Protocol Basics	CARE51112	4	6	66
Evidence Based Clinical Practice	FNCT51115	3	4	44
Biochemistry I	FNCT51117	4	6	66
Chiropractic History & Intro to Philosophy	FOUN51111	2	3	33
Spine, Shoulder & Hip Anatomy	STRU51113	4	6	66
Histology & Embryology	STRU51114	3	5	55
TOTAL		20	30	330

#### SECOND QUARTER

Course	Course #	Credits	Contact Hrs./Wk.	Contact Hrs./Term
Cervicothoracic Spine Technique	CARE52122	3	6	66
Neurology of Spine and PNS	FNCT52123	4	7	77
Biochemistry II	FNCT52126	3	4	44
Chiropractic Philosophy	FOUN52121	2	3	33
Basic Neuroanatomy	STRU52123	4	7	77
Cervical Anatomy	STRU52124	2	3	33
TOTAL		18	30	330

**THIRD QUARTER**

Course	Course #	Credits	Contact Hrs./Wk.	Contact Hrs./Term
Upper Cervical Technique	CARE53132	3	6	66
Neurology of Brain and Brainstem	FNCT53136	3	4	44
Head and Neck Examination	FNCT53137	2	4	44
Endocrinology	FNCT53138	3	4	44
Immunology	FNCT53139	1	2	22
Professional Ethics & Communication	FOUN53133	1	2	22
Advanced Neuroanatomy	STRU53133	4	7	77
Head Anatomy	STRU53134	2	3	33
<b>TOTAL</b>		<b>19</b>	<b>32</b>	<b>352</b>

**FOURTH QUARTER**

Course	Course #	Credits	Contact Hrs./Wk.	Contact Hrs./Term
Lumbar Spine & Pelvic Technique	CARE61212	4	7	77
GI Physiology & Pathology	FNCT61213	4	6	66
GU Physiology & Pathology	FNCT61214	3	5	55
Spine Biomechanics & Exam	FNCT61215	2	4	44
Subluxation Theories	FOUN61212	2	3	33
Chest & Abdomen Anatomy I	STRU61213	3	5	55
Microbiology	STRU61215	2	4	44
<b>TOTAL</b>		<b>20</b>	<b>34</b>	<b>374</b>

**FIFTH QUARTER**

Course	Course #	Credits	Contact Hrs./Wk.	Contact Hrs./Term
Subluxation Analysis & Full Spine Adjusting	CARE62221	4	8	88
CVP Physiology & Pathology	FNCT62223	5	7	77
Cardiopulmonary Integrated Diagnosis	FNCT62224	3	6	66
Basic Nutrition	FNCT62227	4	6	66
Public Health	FOUN62222	2	3	33
Chest & Abdomen Anatomy II	STRU62222	2	4	44
<b>TOTAL</b>		<b>20</b>	<b>34</b>	<b>374</b>

**SIXTH QUARTER**

Course	Course #	Credits	Contact Hrs./Wk.	Contact Hrs./Term
Extremity Analysis & Technique	CARE63231	3	6	66
Pathology	FNCT63232	6	10	110

Intro. to Radiology	FNCT63233	1	2	22
Toxicology	FOUN63231	2	3	33
Basic Science Review	FOUN63233	3	4	44
Extremities Anatomy	STRU63233	2	4	44
Upper Extremity: Exam & Pathology	STRU63235	3	5	55
<b>TOTAL</b>		<b>20</b>	<b>34</b>	<b>374</b>

### SEVENTH QUARTER

Course	Course #	Credits	Contact Hrs./Wk.	Contact Hrs./Term
Special Populations & Active Care	CARE71311	5	8	88
Radiology Diagnosis I	FNCT71312	3	5	55
Health Psychology	FOUN71311	3	5	55
Integrated Assessment I	STRU71312	4	7	77
X-ray Physics	STRU71313	2	3	33
Lower Extremity: Exam & Pathology	STRU71314	3	5	55
<b>TOTAL</b>		<b>20</b>	<b>33</b>	<b>363</b>

### EIGHTH QUARTER

Course	Course #	Credits	Contact Hrs./Wk.	Contact Hrs./Term
Ergonomics & Passive Care	CARE72321	5	8	88
Radiology Diagnosis II	FNCT72324	3	5	55
Neuromusculoskeletal Diagnosis	FNCT72325	4	7	77
Professional Responsibilities	FOUN72322	2	3	33
Integrated Assessment II	STRU72322	3	4	44
X-ray Positioning	STRU72323	2	4	44
<b>TOTAL</b>		<b>19</b>	<b>33</b>	<b>341</b>

### NINTH QUARTER

Course	Course #	Credits	Contact Hrs./Wk.	Contact Hrs./Term
Health & Chiropractic for Families	CARE73332	5	9	99
Student Clinic Practice	CLIN73350	2	5	55
OSCE Clinical	CLIN73380	0		
OSCE Radiology	CLIN73381	0		
Clinical Nutrition	FNCT73333	3	5	55
Soft Tissue Radiology Diagnosis	FNCT73334	2	3	33
Practice Regulations	FOUN73331	2	3	33
Normal Aging & Development	STRU73332	3	5	55
Obstetrics & Gynecology	STRU73333	3	4	44
<b>TOTAL</b>		<b>20</b>	<b>34</b>	<b>374</b>



**TENTH QUARTER**

Course	Course #	Credits	Contact Hrs./Wk.	Contact Hrs./Term
Patient Management I	CLIN81425	9	27	297
Health Care Marketing & Patient Education	FOUN81413	2	3	33
Special Imaging	FOUN81414	1	2	22
<b>TOTAL</b>		<b>12</b>	<b>32</b>	<b>352</b>

**ELEVENTH QUARTER**

Course	Course #	Credits	Contact Hrs./Wk.	Contact Hrs./Term
Patient Management II	CLIN82435	9	27	297
Financial Management	FOUN82422	2	3	33
Billing & Coding	FOUN82423	1	2	22
<b>TOTAL</b>		<b>12</b>	<b>32</b>	<b>352</b>

**TWELFTH QUARTER**

Course	Course #	Credits	Contact Hrs./Wk.	Contact Hrs./Term
Patient Management III	CLIN83433	9	27	297
Practice Management	FOUN83432	2	3	33
Wellness in Chiropractic	FOUN83433	1	2	22
<b>TOTAL</b>		<b>12</b>	<b>32</b>	<b>352</b>

**THIRTEENTH QUARTER**

Course	Course #	Credits	Contact Hrs./Wk.	Contact Hrs./Term
Practice Development Quarter (PDQ)	CLIN91520	9	27	297
Planning for Practice Success	FOUN91512	2	3	33
Pain & Stress Management	FOUN91513	1	2	22
<b>TOTAL</b>		<b>12</b>	<b>32</b>	<b>352</b>

**Total Credits: 224****Total Contact Hours: 4,620**

All courses within the curriculum must be completed at Palmer College of Chiropractic's Florida campus in Port Orange, Fla. unless the student has been granted advanced standing credit for courses completed elsewhere. In addition to the course prerequisites, a student must have successfully completed all courses within an academic term before registering for any course(s) in an academic term more than two academic terms beyond. All courses will be delivered either via lecture, active learning seminars (ALS), labs or work performed in the clinics.

## COURSE DESCRIPTIONS

### QUARTER 1

The first quarter courses provide an integrated study of the systems of the human body and the process of homeostasis from scientific, philosophical and clinical perspectives. A special emphasis is placed on the study of the spine including anatomy, embryology, histology, neurology, biomechanics and biochemistry, as well as developing skills in the chiropractic analysis of the spine for subluxation and understanding the Palmer Package of chiropractic care. Clinical correlations addressing spinal health, development and common conditions inclusive of the subluxation will be incorporated and integrated throughout the four tracks.

#### **STRU51113 Spine, Shoulder & Hip Anatomy**

Credit Hours: 4

Contact Hours: 4 lecture and 2 lab hours per week

Prerequisites: None

Prerequisite for: STRU52124, FNCT52123

Students will acquire a thorough knowledge of the structural organization of the spine, shoulder and hip, and become proficient in describing the functional gross anatomy. Students will understand the structural relationships between individual parts that form an integrated whole; students will be able to interpret human anatomy as a particular set of solutions to problems that correlate to clinical situations, and will become fluent in the terminology and vocabulary of gross anatomy. Basic normal radiographic anatomy of the spine, shoulder and hip will be presented with an integration of clinic correlations.

#### **STRU51114 Histology & Embryology**

Credit Hours: 3

Contact Hours: 3 lecture and 2 ALS hours per week

Prerequisites: None

Prerequisite for: None

Students will acquire a basic knowledge of the cytology and the histology of four types of tissues, will understand the first three weeks of development of the human embryo, will be able to correlate the histology and embryology to clinical situations, and will become fluent in the terminology and vocabulary of histology and embryology.

#### **FNCT51115 Evidence Based Clinical Practice**

Credit Hours: 3

Contact Hours: 4 lecture hours per week

Prerequisites: None

Prerequisite for: None

This course provides an introduction to the methodology by which

new knowledge is discovered, disseminated and incorporated into patient care. The scientific method and the evidence-based chiropractic model will serve as the foundation for the course. A significant portion of the course will focus on appraisal of literature with a chiropractic focus and how the evidence might be incorporated into improving patient care. The information literacy portion of this course focuses on the different types of literature and the tools by which to access the literature. The medical terminology portion of this course will cover the language used by healthcare professionals so that the student may become an effective communicator within their field.

#### **FNCT51117 Biochemistry I**

Credit Hours: 4

Contact Hours: 6 lecture hours per week

Prerequisites: None

Prerequisite for: None

The course provides an introduction to the molecules, macromolecules and processes found in living systems. The structures of nucleotides, proteins, lipids and carbohydrates are studied. The corresponding higher-order structures (i.e. enzymes, nucleic acids, membranes and polysaccharides) are related to their biological functions. The kinetics and mechanisms of enzymes and the central metabolic pathways are discussed. The energetic of biological systems are examined with a quantitative approach.

#### **CARE51112 Protocol Basics**

Credit Hours: 4

Contact Hours: 3 lecture and 3 lab hours per week

Prerequisites: None

Prerequisite for: CARE52122

An introduction to the Palmer Package of patient care, including basic psychomotor skills for adjusting, with an emphasis on development of full spine static and motion palpation skills. An introduction to history taking and chiropractic analysis of the vertebral subluxation complex, including skin temperature analysis and identification of radiographic landmarks of the spine will be presented. Basic concepts of the various chiropractic techniques included within the Palmer Package will be introduced. The topic of sexual harassment will be introduced and discussed as it relates to the professional student and health care provider. Additionally, students will be introduced to clinical skills such as the assessment of vital signs, as well as physical examination skills, including orthopedic and neurological evaluation of the spine.

### **FOUN51111 Chiropractic History & Introduction to Philosophy**

Credit Hours: 2

Contact Hours: 3 lecture hours per week

Prerequisites: None

Prerequisite for: None

An introductory study of the philosophy and principles of chiropractic, including the constructs of subluxation, will be the foundation of the philosophy and principles of chiropractic. A study of the Palmer family and other significant figures and major events in chiropractic history are explored.

## **QUARTER 2**

The second quarter courses provide an integrated study of the nervous system and endocrine system from a scientific and clinical perspective. A special emphasis is placed on the study of the spinal cord including neuroanatomy, neurophysiology, embryology, histology, biochemistry and pathology, as well as developing skills in the chiropractic analysis of the spine for subluxation and basic adjusting skills using the Palmer Package of chiropractic care. Clinical correlations addressing spinal health, development and common conditions inclusive of the subluxation will be incorporated and integrated throughout the four tracks. Physical examination skill development focuses on orthopedic and neurological assessment of the cervical and thoracic spine regions.

### **STRU52123 Basic Neuroanatomy**

Credit Hours: 4

Contact Hours: 4 lecture, 1 lab and 2 ALS hours per week

Prerequisites: None

Prerequisite for: FNCT53136, FNCT53137, STRU53133

This course covers the microscopic and macroscopic anatomy of the spinal cord, meninges and autonomic nervous system. General sensory, motor and autonomic pathways will be introduced.

### **STRU52124 Cervical Anatomy**

Credit Hours: 2

Contact Hours: 2 lecture and 1 lab hour per week

Prerequisites: STRU51113

Prerequisite for: CARE53132

The anatomy and embryology of the cervical region will be studied. Emphasis is placed on the visceral and anterior cervical structures, including the cervical fascial layers, muscles of the anterior cervical region and cervical plexus.

### **FNCT52123 Neurology of the Spine and PNS**

Credit Hours: 4

Contact Hours: 5 lecture and 2 ALS hours per week

Prerequisites: STRU51113

Prerequisite for: None

This course will include a study of physiology and pathology related to the nervous system, focusing on the spinal cord and peripheral nervous system. The fundamentals of pathology, including cellular adaptation, cell death, inflammation, genetics, neoplasia and the common pathologies of the integumentary system, will also be covered.

### **FNCT52126 Biochemistry II**

Credit Hours: 3

Contact Hours: 4 lecture hours per week

Prerequisites: None

Prerequisite for: None

This course covers human metabolism, including carbohydrates, lipids and nitrogenous compounds. Vitamins and coenzymes are discussed. Energy use and metabolic control are considered for each pathway.

### **CARE52122 Cervico-thoracic Technique**

Credit Hours: 3

Contact Hours: 2 lecture and 4 lab hours per week

Prerequisites: CARE51112

Prerequisite for: None

Intermediate history-taking skills and chiropractic analysis related to the cervicothoracic spine will be covered. Chiropractic analysis of cervical and thoracic spine subluxations and psychomotor skill development, including basic adjusting skills of the cervical and thoracic spine using the Palmer Package chiropractic adjusting techniques, will be accomplished. Radiographic signs and mensuration associated with the cervical and thoracic spine will be included.

### **FOUN52121 Chiropractic Philosophy**

Credit Hours: 2

Contact Hours: 3 lecture hours per week

Prerequisites: None

Prerequisite for: None

This course is an in-depth study of the philosophy as it relates to the chiropractic profession with the focus on the 33 principles of chiropractic. Clinical correlation to cervical and thoracic spine health, development and common conditions will be incorporated.

## QUARTER 3

The third quarter courses provide an integrated study of the central nervous system and endocrine system from a scientific and clinical perspective. A special emphasis is placed on the study of the head and neck region including anatomy, embryology, histology, neurology, pathology and biochemistry, as well as developing skills in the chiropractic analysis of the upper cervical spine for subluxation and basic adjusting skills using the Palmer Package of chiropractic care. Physical examination skill development focuses on the comprehensive neurological examination.

### **STRU53133 Advanced Neuroanatomy**

Credit Hours: 4

Contact Hours: 4 lecture, 1 lab and 2 ALS hours per week

Prerequisites: STRU52123 Prerequisite for: None

The structure of the central nervous system including embryology, histology and pathways for the special senses will be covered. A study of developmental and abnormal/pathologic nervous system anatomy and histology are considered.

### **STRU53134 Head Anatomy**

Credit Hours: 2

Contact Hours: 2 lecture and 1 lab hour per week

Prerequisites: None

Prerequisite for: None

The gross anatomy of the head, including embryology will be covered. Emphasis will be placed on the oral and nasal cavities and organs of special senses.

### **FNCT53136 Neurophysiology of Brain and Brainstem**

Credit Hours: 3

Contact Hours: 4 lecture hours per week

Prerequisites: STRU52123

Co-requisite: FNCT53137 Prerequisite for: None

A study of normal, developmental and abnormal aspects of the central nervous system, with emphasis on brain and brainstem pathways and functions. Motor pathways of the cerebrum, cerebellum and basal ganglia will be studied in addition to cranial nerves, special senses, sleep, memory, and behavior. The biochemistry and cellular physiology of neurons, including cerebral blood flow and cerebrospinal fluid will be integrated. Common pathologies of the CNS will be explored, particularly in relation to trauma and aging. Clinical correlations to the health, development and common conditions affecting the cranium and its contents will be a focus of study.

### **FNCT53137 Head and Neck Examination**

Credit Hours: 2

Contact Hours: 1 lecture and 3 Lab hours per week

Prerequisites: STRU52123

Co-requisite: FNCT53136 Prerequisite for: None

Examination of the head and neck is a fundamental part of the standard physical examination. A study of the physical examination process and skill development of the special senses examination inclusive of the comprehensive neurological evaluation. It requires the use of several special instruments in order to inspect the eyes and ears, and special techniques to assess their special sensory function. Normal and abnormal biomechanics of the TMJ and skull are identified. Clinical correlations to the health, development and common conditions affecting the head and neck region will be a focus of study.

### **FNCT53138 Endocrinology**

Credit Hours: 3

Contact Hours: 3 lecture and 1 ALS hours per week

Prerequisites: None

Prerequisite for: STRU61215

Normal, developmental and abnormal aspects of the endocrine system physiology and biochemistry will be covered. Clinical correlations to the health, development and common conditions affecting the endocrine system will be a focus of study.

### **FNCT53139 Immunology**

Credit Hours: 1

Contact Hours: 2 lecture hours per week

Prerequisites: None

Prerequisite for: STRU61215

Normal developmental and abnormal aspects of the immunological system physiology and biochemistry will be covered. Clinical correlations to the health, development and common conditions affecting immunology will be a focus of study.

### **FNCT53132 Upper Cervical Technique**

Credit Hours: 3

Contact Hours: 1 lecture and 5 lab hours per week

Prerequisites: STRU52124

Prerequisite for: CARE62221

Chiropractic analysis of upper cervical spine subluxation, soft tissue structure palpation and psychomotor skill development including intermediate Palmer Package adjusting skills for the upper cervical spine will be accomplished. Palmer Upper Cervical Specific techniques will be studied. Radiographic signs and mensuration associated with the Palmer Upper

Cervical Specific technique will be introduced. Students will demonstrate basic competency in adjustive procedures for the upper cervical spine.

### **FOUN53133 Professional Ethics & Communication**

Credit Hours: 1

Contact Hours: 2 lecture hours per week

Prerequisites: None

Prerequisite for: None

Ethical standards for the doctor of chiropractic student and the doctor of chiropractic will be presented. The impact and influence of professional ethics will be evaluated. Professional conduct in patient interactions will be explored. Ethical, effective and evidence-based communication skills for the health care provider will be emphasized and practiced.

## **QUARTER 4**

The fourth quarter courses provide an integrated study of the abdomen from a scientific and clinical perspective. A special emphasis is placed on the study of the abdominal and pelvic viscera including anatomy, embryology, histology, neurology, biomechanics, pathology, microbiology and biochemistry. Physical examination skill development focuses on examination of the abdominal viscera. Additionally, students will be developing skills in the chiropractic analysis of the lumbar spine and pelvis for subluxation and basic adjusting skills using the Palmer Package for chiropractic care. Clinical correlations addressing spinal health, development and common conditions inclusive of the subluxation, incorporating an understanding of public health and evidence-based practice will be a focus of study. Patient scenarios and direct observation of chiropractic care will be incorporated and integrated throughout the four tracks.

### **STRU61213 Chest & Abdomen Anatomy I**

Credit Hours: 3

Contact Hours: 3 lecture and 2 lab hours per week

Prerequisites: All first quarter courses, FNCT61213, FNCT61214

Prerequisite for: FOUN63233, STRU71312, STRU71313, STRU71314

A study of embryology, anatomy, histology, biochemistry and pathoanatomy of the gastrointestinal, urinary and reproductive systems. Basic normal radiographic anatomy of the abdomen and pelvis is introduced. Clinical correlations to gastrointestinal and genitourinary health, development and common conditions will be a focus of study.

### **STRU61215 Microbiology**

Credit Hours: 2

Contact Hours: 3 lecture and 1 ALS hour per week

Prerequisites: All first quarter courses, FNCT53138, FNCT53139

Prerequisite for: FOUN63232, FOUN63233

This course addresses the basic structure, functions and growth requirements of microorganisms. Additionally, method of control of microorganisms followed by a study of major pathogenic bacteria, virus and fungi, with an emphasis on the relationship between the virulence of the microorganism and the resistance of the host are included. Pathogenic and helminthic conditions are also studied.

### **FNCT61213 GI Physiology and Pathology**

Credit Hours: 4

Contact Hours: 4 lecture and 2 lab hours per week

Prerequisites: All first quarter courses

Prerequisite for: FNCT63232, FOUN63233

The gastrointestinal system physiology and pathophysiology will be covered, including development and aging of the gastrointestinal system. Acute abdominal emergencies, spine biomechanics and LBP will be discussed. Skill development in physical examination of the abdomen will be provided, including laboratory procedures. Clinical correlations to health, development and common conditions related to the gastrointestinal system will be a focus of study.

### **FNCT61214 GU Physiology and Pathology**

Credit Hours: 3

Contact Hours: 3 lecture and 2 ALS hours per week

Prerequisites: All first quarter courses

Prerequisite for: FNCT63232, FOUN63233

The urinary and reproductive systems physiology, microbiology, biochemistry and pathophysiology will be covered. Investigation of the body's normal and abnormal immune response to infectious and chemical agents will be studied. Development and aging of the urinary and reproductive systems, as well as clinical correlations to health, development and common conditions related to the urinary and reproductive systems will be a focus of study.

### **FNCT61215 Spine Biomechanics and Exam**

Credit Hours: 2

Contact Hours: 2 lecture and 2 lab hours per week

Prerequisites: All first quarter courses

Prerequisite for: FOUN63233

This course will include a study of normal and abnormal biomechanics of the spine and extremities; including an introduction of models of subluxation. Physical examination

skills including functional, orthopedic, and neurological evaluation of the patient focusing on the spine will be studied.

### **CARE61212 Lumbar Spine and Pelvic Technique**

Credit Hours: 4

Contact Hours: 2 lecture and 5 lab hours per week

Prerequisites: All first quarter courses

Prerequisite for: CARE62221

Chiropractic analysis of spinal and pelvic subluxation, palpation and Palmer Package adjusting skills will be accomplished with an emphasis on the lumbar spine and pelvis. Radiographic signs and mensuration associated with the lumbar spine and pelvis will be introduced.

### **FOUN61212 Subluxation Theories**

Credit Hours: 2

Contact Hours: 3 lecture hours per week

Prerequisite: All first quarter courses

Prerequisite for: None

Concepts of subluxation and spinal lesions will be explored including the various models of subluxation. Application of basic science principles to subluxation processes, pain syndromes and the manifestations of autonomic/visceral symptoms will be discussed. Homeostatic mechanisms of the nervous system will be discussed relative to the subluxation complex, chronic pain and inflammation, neurogenic inflammation and tissue healing.

## **QUARTER 5**

The fifth quarter courses provide an integrated study of the cardiovascular and respiratory systems from a scientific and clinical perspective. A special emphasis is placed on the study of the chest region including anatomy, embryology, histology, pathology and biochemistry. Full-spine chiropractic analysis and adjusting skills will be reviewed, and competency in adjusting in a controlled laboratory setting, under close supervision and using the Palmer Package for chiropractic care, will be developed.

### **STRU62222 Chest & Abdomen Anatomy II**

Credit Hours: 2

Contact Hours: 2 lecture, 2 lab hours per week

Prerequisites: All first and second quarter courses

Prerequisite for: FOUN63233

Co-requisite with: FNCT62223, FNCT62224

A study of embryology, anatomy, histology, biochemistry and clinical pathology of the cardiovascular and respiratory systems. Basic normal radiographic anatomy of the chest is introduced. The study of toxicology will be accomplished.

Clinical laboratory analysis and special imaging studies will be integrated. Clinical correlations to cardiovascular and respiratory health, development and common conditions as well as preventive health and wellness will be a focus of study.

### **FNCT62223 Cardiovascular and Pulmonary Physiology and Pathology**

Credit Hours: 5

Contact Hours: 7 lecture hours per week

Prerequisites: All first and second quarter courses

Prerequisite for: FNCT63232, FOUN63233

Co-requisite: STRU62222

The cardiovascular and respiratory systems' physiology, biochemistry and pathophysiology will be covered, as well as investigation of the body's normal and abnormal immune response to infectious and chemical agents. Normal and abnormal biomechanics of the thoracic cage and chest will be studied. Clinical laboratory analysis including blood count and serum chemistry will be incorporated. Development and aging of the cardiovascular and respiratory systems, as well as clinical correlations to cardiovascular and respiratory health, development and common conditions will be a focus of study.

### **FNCT62224 Cardiopulmonary Integrated Diagnosis**

Credit Hours: 3

Contact Hours: 2 lecture, 3 lab and 1 ALS hour per week

Prerequisites: All first and second quarter courses

Prerequisite for: FOUN63233

Co-requisite: STRU62222

This course will include the physical examination of the cardiovascular and respiratory systems as well as competency training in standard first aid procedures. Clinical correlations to cardiovascular and respiratory health conditions will be a focus of study.

### **FNCT62227 Basic Nutrition**

Credit Hours: 4

Contact Hours: 4 lecture and 2 ALS hours per week

Prerequisites: All first and second quarter courses

Prerequisite for: FOUN63233

This course is designed to study the role of dietary nutrients in the maintenance of health and disease prevention. Nutritional characteristics of macronutrients and micronutrients will be discussed in detail.

### **CARE62221 Subluxation Analysis and Full Spine Adjusting**

Credit Hours: 4

Contact Hours: 2 lecture, 4 lab and 2 clinic hours per week



Prerequisites: All first and second quarter courses, CARE53132, CARE61212

Prerequisite for: CARE71311

This course provides comprehensive review of chiropractic analysis of spinal subluxation, including inspection, palpation, skin temperature analysis, leg length analysis and radiographic analysis inclusive of the full spine utilizing the Palmer Package. Students will learn intermediate full-spine adjusting skills. Experiential learning will include the opportunity for students to adjust in a laboratory setting under close, direct supervision for the purpose of skill development. In addition, a venipuncture module will be taught during this course.

### **FOUN62222 Public Health**

Credit Hours: 2

Contact Hours: 3 lecture hours per week

Prerequisites: All first and second quarter courses

Prerequisite for: None

Public health basics that shape the national and international standards of effective public health. Topics include the basic tools of epidemiology, management of infectious diseases, programs for screening and prevention of infectious and chronic diseases. Access to healthcare, affordable health care, workplace safety, substance (legal and illegal) abuse and the pharmacological and toxicological implications of these attempts at controls are also covered.

## **QUARTER 6**

The sixth quarter courses provide an integrated study of the upper and lower extremities from a scientific and clinical perspective. A special emphasis is placed on the study of the extremities including osteology, myology, embryology, histology, peripheral neuroanatomy, biomechanics and biochemistry. Cervical spine chiropractic analysis and adjusting skills will be reviewed and basic competency in adjusting skills using the Palmer Package for chiropractic care will be developed. Extremity adjusting protocol using the Palmer Package will be included. Clinical correlations addressing spinal health, development and common conditions inclusive of the subluxation will be covered, incorporating an understanding of public health and jurisprudence. Clinical correlations to upper and lower extremity health, development and common conditions, such as repetitive stress injuries and trauma, and toxicology will be a focus of study. Patient scenarios and direct observation of chiropractic care will be incorporated and integrated throughout the four tracks.

### **STRU63233 Extremities Anatomy**

Credit Hours: 2

Contact Hours: 2 lecture and 2 lab hours per week

Prerequisites: All first through third quarter courses

Prerequisite for: STRU71314

Co-requisite: CARE63231, STRU63235

A study of anatomy and histology of the upper and lower extremities will be covered. Clinical correlations to upper and lower extremity health, development and common conditions, such as repetitive stress injuries and trauma, will be a focus of study. Clinical relevance of anatomy salient to the chiropractic clinician will be emphasized.

### **STRU63235 Upper Extremity Exam and Pathology**

Credit Hours: 3

Contact Hours: 3 lecture, 1 lab and 1 ALS hours per week

Prerequisites: All first through third quarter courses

Prerequisite for: STRU71312, FNCT72325

Co-requisite: STRU63233

A study of the common and uncommon upper extremity pathologies encountered in the chiropractic setting. The physical examination and critical clinical thought process will be emphasized in the laboratory setting, while the detailed presentation of extremity pathology and lesions will be presented didactically through lectures. Clinical correlations to upper extremity health, development and common conditions, such as repetitive stress injuries and trauma, will be a focus of study.

### **FNCT63232 Pathology**

Credit Hours: 6

Contact Hours: 8 lecture and 2 ALS hours per week

Prerequisites: All first through third quarter courses, FNCT61213, FNCT61214, FNCT62223, STRU61215

Prerequisite for: STRU72322

This is a capstone course intended as an intense review of the structural and functional abnormalities that result in diseases of organs and systems. Principles of general and systemic pathology will be covered, with an emphasis on neuromusculoskeletal, cardiovascular, immune-mediated and neoplastic disorders.

### **FNCT63233 Introduction to Radiology**

Credit Hours: 1

Contact Hours: 1 lecture and 1 lab hour per week

Prerequisites: All first through third quarter courses

Prerequisite for: FNCT71312, FNCT72324

Normal radiographic anatomy is the focus of this introductory course. The students' ability to develop a search pattern and identify normal anatomy on radiographs will be developed.

### **CARE63231 Extremities Analysis and Technique**

Credit Hours: 3

Contact Hours: 2 lecture, 2 lab and 2 clinic hours per week

Prerequisites: All first through third quarter courses,

CARE62221

Prerequisite for: CARE71311

This course will include chiropractic analysis of upper and lower extremities with Palmer Package adjusting skills for the extremities. There will also be a comprehensive use of the Palmer Package chiropractic analysis and adjustment skills for spinal subluxation reduction. The spinal analysis will include the use of inspection, palpation, skin temperature analysis, leg length analysis and radiographic analysis that will be used for clinical methods. Intermediate full spine adjusting skills and toggle recoil will be accomplished. Experiential learning will include the opportunity for students to adjust in a laboratory setting under close, direct supervision for the purpose of skill development.

### **FOUN63231 Toxicology**

Credit Hours: 2

Contact Hours: 3 lecture hours per week

Prerequisites: All first through third quarter courses

Prerequisites for: None

The pharmacologic and toxicologic aspects of chemicals as related to health and chiropractic will be explored.

### **FOUN63233 Basic Science Review**

Credit Hours: 3

Contact Hours: 4 lecture hours per week

Prerequisites: All first through fifth quarter courses

This course is a review of general concepts of biochemistry, general anatomy, spinal anatomy and physiology in preparation for NBCE Part I exams.

## **QUARTER 7**

The seventh quarter courses integrate and synthesize clinical sciences, critical thinking and clinical reasoning. Patient care skills will focus on the application of physical examination skills, chiropractic analysis and adjusting competencies using the Palmer Package protocol and techniques to special populations of patients. Incorporation of active care associated with rehabilitation will be studied. Experiential learning will be incorporated into the clinical experience.

### **STRU71312 Integrated Assessment I**

Credit Hours: 4

Contact Hours: 5 lecture and 2 lab hours per week

Prerequisites: All first through fourth quarter courses, STRU63235

Prerequisite for: CLIN73380, CLIN81425

This course covers advanced integration and application of clinical science knowledge to patient presentations and clinical

reasoning. Patient presentations will include wellness, development, common and uncommon conditions. Patient assessment skills will be reviewed and integrated to include outcome assessment measures, and will be the platform for the continued development of clinical reasoning and patient management skills. Focus will be on the student's synthesis and evaluation of cognitive information needed for critical thinking and clinical reasoning.

### **STRU71313 X-ray Physics**

Credit Hours: 2

Contact Hours: 3 lecture hours per week

Prerequisites: All first through fourth quarter courses, FNCT63233

Prerequisite for: STRU72323, CLIN81425

This course covers concepts of X-ray physics including general radiation concepts, X-ray production and interactions with matter. Protection and biologic effects will be covered as well as the components of the X-ray unit and the factors of exposure, technique charts, filters, beam limiters and tube limits. Discussions of radiographic quality, film, film holders and intensifying screens along with darkroom and film processing will be included.

### **STRU71314 Lower Extremity: Exam and Pathology**

Credit Hours: 3

Contact Hours: 3 lecture, 1 ALS and 1 lab hours per week

Prerequisites: All first through fourth quarter courses, STRU63233

Prerequisite for: FNCT72325, CLIN73380, CLIN73381, CLIN81425

A study of the common and uncommon lower extremity pathologies encountered in the chiropractic setting. A correlative review of relevant anatomy will be carried out. The physical examination and critical clinical thought process will be emphasized in the laboratory setting, while the detailed presentation of lower extremity pathology and lesions will be presented didactically through lectures. Clinical correlations to lower extremity health, development and common conditions, such as stress injuries and trauma, will be a focus of study.

### **FNCT71312 Radiology Diagnosis I**

Credit Hours: 3

Contact Hours: 5 lecture hours per week

Prerequisites: All first through fourth quarter courses, FNCT63233

Prerequisite for: CLIN73380, CLIN73381, CLIN81425

Abnormal radiographic patterns is the focus of this course including common and uncommon presentations of skeletal and visceral conditions likely to be found in the primary care

practice of the doctor of chiropractic. Radiology I covers the following categories of pathology: Anomalies, Dysplasia, and Trauma to include Spondylolisthesis. Synthesis and evaluation of scientific and clinical information will be the platform for the continued development of clinical reasoning and patient management skills. Focus will be on the student's ability to develop and apply reasoning skills appropriately.

### **CARE71311 Special Populations and Active Care**

Credit Hours: 5

Contact Hours: 4 lecture, 2 lab and 2 clinic hours per week

Prerequisites: All first through fourth quarter courses, CARE62221, CARE63231

Prerequisite for: CLIN81425

Advanced full-spine and extremity adjusting skills will be accomplished focusing on adjusting special populations including pregnant patients, infants, children, aging patients and patients with mobility challenges. Advanced radiographic signs and mensuration will be accomplished. Concepts of active care, incorporating the use of exercise strategies and rehabilitation procedures into chiropractic practice, will be studied.

### **FOUN71311 Healthy Psychology**

Credit Hours: 3

Contact Hours: 5 lecture hours per week

Prerequisites: All first through fourth quarter courses

Prerequisite for: CLIN81425

Normal and abnormal psychological factors influencing chiropractic care will be explored, with a focus on identifying factors that can interfere with patient compliance and recognition of clinical indications for referral to psychological health professionals. Psychosocial factors impacting health and wellness and concepts of stress management will be explored.

## **QUARTER 8**

The eighth quarter courses integrate and synthesize clinical sciences, critical thinking and clinical reasoning. Patient-care skills will focus on the application and synthesis of physical examination skills, and clinical analysis will focus on differential diagnosis of visceral conditions. Special emphasis will be placed on radiological positioning and abnormal radiographic interpretation skills. Incorporation of passive care will study the application of physiotherapeutic modalities into the practice of chiropractic. Students will have the ability to participate in elective technique courses, which offer advanced study of selected chiropractic techniques.

### **STRU72322 Integrated Assessment II**

Credit Hours: 3

Contact Hours: 4 lecture hours per week

Prerequisites: All first through fifth quarter courses, FNCT63232, STRU71312

Prerequisite for: CLIN73380, CLIN81425

Advanced integration and application of clinical sciences and clinical reasoning to the evaluation and assessment of visceral conditions and gender-related health issues likely to be found in the primary care practice of the chiropractic clinician will be the platform for the continued development of clinical reasoning and patient management skills. Focus will be upon the learner's investigation of cognitive information needed for application to patient management.

### **STRU72323 X-ray Positioning**

Credit Hours: 2

Contact Hours: 1 lecture and 3 lab hours per week

Prerequisites: All first through fifth quarter courses, STRU71313

Prerequisite for: CLIN81425

This course prepare the student to create diagnostic images of the axial and appendicular skeleton. Positioning lecture material will be supported by experiential lab exercises to include radiation safety practices. Image quality assessment criteria, to include radiographic anatomy and physics principles, will be discussed and actively applied in the evaluation of radiographs. The application of relevant legal and ethical standards will also be discussed.

### **FNCT72324 Radiology Diagnosis II**

Credit Hours: 3

Contact Hours: 5 lecture hours per week

Prerequisites: All first through fifth quarter courses, FNCT63233

Prerequisite for: CLIN73380, CLIN73381, CLIN81425

Abnormal radiographic patterns is the focus of the course including common and uncommon presentations of skeletal and visceral conditions likely to be found in the primary care practice of the Doctor of Chiropractic. Radiology II covers the following categories of pathology: Arthritis, Neoplasia, Infection, Metabolic, Endocrine and Hematological disorders. Synthesis and evaluation of scientific and clinical information will be the platform for the continued development of clinical reasoning and patient management skills. Focus will be on the student's ability to develop and apply reasoning skills appropriately.

### **FNCT72325 Neuromusculoskeletal Diagnosis**

Credit Hours: 4

Contact Hours: 5 lecture and 2 clinic hours per week

Prerequisites: All first through fifth quarter courses, STRU63235, STRU71314

Prerequisite for: CLIN73380, CLIN81425

Advanced integration and application of clinical and basic science knowledge to patient presentations focusing on the health of the aging patient will be covered. Clinical chemistry and laboratory analysis and basic concepts of differential diagnosis are also investigated and applied. Patient presentations including wellness, common and uncommon conditions will be the platform for the continued development of clinical reasoning and patient management skills. The focus will be on the learner's ability to develop and apply reasoning skills appropriately.

### **CARE72321 Ergonomics and Passive Care**

Credit Hours: 5

Contact Hours: 4 lecture, 1 clinic and 3 lab hours per week

Prerequisites: All first through fifth quarter courses

Prerequisite for: CLIN81425

Application of patient education skills and public health knowledge to concepts of ergonomics is covered. Theory and application of passive care including physiotherapeutic modalities used to complement chiropractic care will be included. Indications and contra-indications to the use of physiotherapeutic modalities will be studied.

### **FOUN72322 Professional Responsibilities**

Credit Hours: 2

Contact Hours: 3 lecture hours per week

Prerequisites: All first through fifth quarter courses

Prerequisite for: CLIN81425

This course is an integrated study of patient contracting, patient management guidelines, and functioning in a multi- doctor and/or multidisciplinary practice. A study of risk management, including medical records and prevention of medical errors associated with chiropractic practice with an emphasis on electronic medical records data entry with diagnostic codes, procedures and evaluation/management codes for the chiropractic professional is provided in preparation for entry into the Palmer Clinic System. The doctor-patient relationship regarding professional boundaries is discussed. HIPAA, FERPA and Sexual Harassment Prevention online training is required as an annual classroom process.

## **QUARTER 9**

The ninth quarter courses synthesize and apply clinical sciences with critical thinking to clinical reasoning. Physical assessment skills will focus on gender-related health disorders including obstetrics and gynecology, and the proctological examination will be presented. The pediatric examination throughout various phases of childhood from the neonatal evaluation through adolescence will be included. Additionally, clinical nutrition will be explored from the perspective of preventive health and wellness. The history of the chiropractic profession will be explored. A discussion of the current political climate of the chiropractic profession will be presented with a focus on professional leadership and responsibility. An opportunity will be given to the students to further develop their understanding of the nature of pain so they can better communicate with other health professionals.

### **STRU73332 Normal Aging and Development**

Credit Hours: 3

Contact Hours: 5 lecture hours per week

Prerequisites: All first through sixth quarter courses

Prerequisite for: CLIN81425

Phases of development throughout life will be evaluated in relationship to health care and wellness. An understanding of anatomical, physiological and psychological development will be synthesized in the evaluation and management of patients throughout various phases of life. Integrated patient assessment, including physical examination, radiological and chiropractic analysis and the application of complex critical thinking and clinical reasoning, will be applied to patient management. In addition, emergency medical procedures including open and closed head trauma will be covered. Cases of high complexity will be presented to develop critical thinking skills.

### **STRU73333 Obstetrics and Gynecology**

Credit Hours: 3

Contact Hours: 3 lecture and 1 lab hours per week

Prerequisites: All first through sixth quarter courses

Prerequisite for: CLIN81425

This course encompasses a comprehensive study of obstetrics, gynecology, sexually transmitted diseases, normal physiologic changes of the pregnant patient as well as clinical manifestations of pregnancy-related disorders. The course will also include gender-related health issues, skill in physical examination with clinical correlations, coverage of basic and specialized areas of obstetrics and gynecology for survival and success as a primary health care provider. This course will cover the normal birth process and common complications related to antepartum and postpartum periods. Physical

examination and assessment skills are included with focus on breast, prostate, proctological and gynecological examinations.

### **FNCT73333 Clinical Nutrition**

Credit Hours: 3

Contact Hours: 5 lecture hours per week

Prerequisites: All first through sixth quarter courses

Prerequisite for: CLIN81425

This course prepares students to apply principles of dietetics and the biomedical and nutritional sciences to design and manage effective nutritional programs as part of clinical treatment and therapy programs. It includes instruction on human nutrition, nutrient metabolism, supplementation, and the role of foods and nutrition on health promotion and disease prevention using an evidence-based approach to care.

### **FNCT73334 Soft Tissue Radiology Diagnosis**

Credit Hours: 2

Contact Hours: 3 lecture hours per week

Prerequisites: All first through sixth quarter courses

Prerequisite for: CLIN81425

This course covers methods of imaging, normal anatomy, normal variants, and chest, gastrointestinal and genitourinary system related conditions that are important in primary care settings.

### **CARE73332 Health and Chiropractic Care for Families**

Credit Hours: 5

Contact Hours: 7 lecture, 1 lab and 1 clinic hour per week

Prerequisites: All first through sixth quarter courses

Prerequisite for: CLIN81425

This course will be a comprehensive study of health-related issues specific to chiropractic care for children and women who are pregnant. Skills in physical examination and developmental assessment of neonates through adolescence will be discussed. Aspects unique to patient care and chiropractic management of the pregnant patient, the role of chiropractic care in the birth process and neonatal care through adolescence will be incorporated. CPR for the professional rescuer is taught to teach those with a duty to act (professional rescuers) the skills needed to respond appropriately to breathing and cardiac emergencies, including the use of automated external defibrillators (AEDs).

### **FOUN73331 Practice Regulations**

Credit Hours: 2

Contact Hours: 3 lecture hours per week

Prerequisites: All first through sixth quarter courses

Prerequisite for: CLIN81425

Chiropractic philosophy and principles related to the political

aspects of chiropractic practice are explored and applied to a study of the current political climate of the chiropractic profession. A discussion of professional leadership and responsibility including chiropractic case management, Florida state laws and rules, OSHA regulations and the potential impact of chiropractic on public health and HIV/AIDS will be explored.

### **CLIN73350 Student Clinic Practice**

Credit Hours: 2

Contact Hours: 2 lecture and 3 clinic hours per week

Prerequisites: All first through sixth quarter courses

Prerequisite for: CLIN81425

This course focuses on the student intern being instructed in the use of clinic forms and the application of clinic procedures. They learn through lecture and laboratory application of these processes. The student intern will demonstrate level appropriate competency in history taking, physical examination, NMS examination, psychosocial assessment, diagnosis, case management, patient education, adjusting using Palmer approved techniques, record-keeping, case follow-up, wellness, nutrition, doctor-patient relations/ethics/integrity, and non-adjustive therapeutics.

### **CLIN73380 OSCE Clinical**

Prerequisites: All first through sixth quarter courses, FNCT71312, FNCT72324, FNCT72325, STRU71312, STRU71314, STRU72322

Prerequisite for: CLIN83433 Clinical Competency Exam.

### **CLIN73381 OSCE Radiology**

Prerequisites: All first through sixth quarter courses, FNCT71312, FNCT72324, STRU71314

Prerequisite for: CLIN83433 Radiology Competency Exam.

## **QUARTER 10**

### **CLIN81425 Patient Management I**

Credit Hours: 9

Contact Hours: 25 clinic and 2 ALS hours per week

Prerequisites: All first through ninth quarter courses

Prerequisite for: CLIN82435

This course focuses on the novice intern providing care under the guidance of licensed doctors in the clinical setting, including supervised clinical management of patients for the full range of conditions and health improvement via chiropractic care. Emphasis is placed on the development of professional skills, including specific chiropractic skills in subluxation analysis and correction, patient education, and demonstration of clinical competency. Interns will participate



in clinical education development in active learning seminars, focusing on addressing the needs and professional responsibilities associated with patients presenting with a complexity of conditions in a “grand rounds” setting.

### **FOUN81413 Health Care Marketing and Patient Education**

Credit Hours: 2

Contact Hours: 3 lecture hours per week

Prerequisites: All first through eighth quarter courses

Prerequisite for: FOUN83432

This course will focus on basic marketing principles as they relate to health care, internal and external marketing, doctor-patient relationships and public speaking. The preparation of a detailed marketing plan and its importance for practice development will be explored. Written and verbal communication skills will be emphasized as they relate to patient education, an effective report of findings and overall communication of the benefits of chiropractic. The application of these skills will be encouraged within the Palmer Clinic setting.

### **FOUN81414 Special Imaging**

Credit Hours: 1

Contact Hours: 2 lecture hours per week

Prerequisites: All first through eighth quarter courses

Prerequisite for: None

This course is an introduction to special imaging. It includes common and uncommon presentations of skeletal and visceral conditions likely to be found in the primary care practice of the Doctor of Chiropractic. The course covers the following categories of pathology: normal variants/anomalies, dysplasia, trauma, spondylolisthesis, arthritis, neoplasia to include tumor-like conditions, infection, metabolic, endocrine, and hematological disorders. Synthesis and evaluation of scientific and clinical information will be the platform for the continued development of clinical reasoning and patient management skills. Focus will be on the students’ ability to develop and apply reasoning skills appropriately.

## **QUARTER 11**

### **CLIN82435 Patient Management II**

Credit Hours: 9

Contact Hours: 25 clinic and 2 ALS hours per week

Prerequisites: All first through eighth quarter courses, CLIN81425

Prerequisite for: CLIN83433

This course focuses on the intermediate intern providing care under the guidance of licensed doctors in the clinical setting, including supervised clinical management of patients for the

full range of conditions, as well as health improvement via chiropractic care. Emphasis is placed on the development of professional skills, including specific chiropractic skills in subluxation analysis and correction, patient education and demonstration of clinical competency. Interns will participate in clinical educational development in active learning seminars focusing on addressing the needs and professional responsibilities associated with patients presenting with a complexity of conditions in a grand rounds setting.

### **FOUN82422 Financial Management**

Credit Hours: 2

Contact Hours: 2 lecture and 1 ALS hour per week

Prerequisites: All first through eighth quarter courses

Prerequisite for: FOUN83432

This class is a study of the entrepreneurial concepts and procedures relating to the practice of chiropractic and practice ownership. Factors in determining a site and designing a facility plan will be examined. Personal financial status evaluations and commercial funding sources will be explored. The process of creating and implementing a comprehensive reimbursement policy and procedure plan will be demonstrated. The importance of a well designed business plan will be studied, and the process of development of a business plan will be performed.

### **FOUN82423 Billing & Coding**

Credit Hours: 1

Contact Hours: 2 lecture hours per week

Prerequisites: All first through eighth quarter courses

Prerequisite for: None

This course will teach students the proper methods of documentation, coding and billing to be in compliance with current industry and governmental regulations. Students will engage in classroom learning and small group activities designed to help them understand the most current aspects of the third-party system and prepare them to handle this aspect of private practice.

## **QUARTER 12**

### **CLIN83433 Patient Management III**

Credit Hours: 9

Contact Hours: 25 clinic and 2 ALS hours per week

Prerequisites: All first through ninth quarter courses, CLIN82435

Prerequisite for: CLIN91520

This course focuses on the advanced intern providing care under the guidance of licensed doctors in the clinical setting, including supervised case management of patients for the full



range of conditions and health improvement via chiropractic care. Emphasis is placed on the development of professional skills, including specific chiropractic skills in subluxation analysis and correction, and patient education, along with demonstration of clinical competency. Interns will participate in clinical education development in active learning seminars focusing on addressing the needs and professional responsibilities associated with patients presenting with a complexity of conditions, as well as sharing cases with lower quarter students in a grand rounds setting.

### **FOUN83432 Practice Management**

Credit Hours: 2

Contact Hours: 3 hours of work per week

Prerequisites: All first through ninth quarter courses, FOUN81413, FOUN82422

Prerequisite for: None

This is a distance education course. Business concepts of practice management related to practice startup plans, operations and employment issues will be the focus of this online course. Management of office procedures and regulatory laws will be explored in the context of practice management. A startup timetable outlining the elements of getting a practice opened will be demonstrated. Human resource issues will be explored relating to hiring, training, benefits, discipline policies and termination. Management of office procedures using metrics and benchmarks for assessment and improvement will be presented. Concepts for developing a business plan will be presented with the student producing a work product suitable for submission for funding or as a management plan.

### **FOUN83433 Wellness in Chiropractic**

Credit Hours: 1

Contact Hours: 2 hours of work per week

Prerequisites: All first through ninth quarter courses

Prerequisite for: None

This is a distance education course. Principles of wellness in chiropractic will be explored. The impact and influence of chiropractic in preventive care and wellness promotion will be evaluated. Evidenced-based health risk assessment and wellness promotion interventions will be studied and implemented. A multifaceted wellness program for a chiropractic practice will be created.

## **QUARTER 13**

### **CLIN91520 Practice Development Quarter (PDQ)**

Credit Hours: 9

Contact Hours: 25 clinic and 2 ALS hours per week

Prerequisites: All first through twelfth quarter courses

This course provides the opportunity for learners to custom-tailor their learning experiences to prepare and excite them for the various professional opportunities available within the chiropractic profession. Interns will be mentored and supported in mastery of specified learning objectives while encouraged to select from a prescribed range of options that meet their personal objectives to prepare for practice or advanced professional training residencies. A significant part of this transition phase involves clinical experiences. Students will be able to select from a variety of clinical settings, as well as work with mentors regarded as specialists in caring for specific sub-populations or following established care protocols. Interns who have completed all quantitative clinical requirements for graduation may elect to participate in an off-site educational experience. Where legally permitted by law, qualified students may complete a preceptor internship in an approved field practice located in areas where they wish to establish practice. The preceptor field training experience often leads to immediate post-graduate employment as an associate, thus facilitating easier practice start-up.

### **FOUN91512 Planning for Practice Success**

Credit Hours: 2

Contact Hours: 3 hours of work per week

Prerequisites: All first through twelfth quarter courses

This is a distance education course. During this online course the learner's evaluation and synthesis of knowledge and understanding of contractual and organizational aspects of practice management will be applied to their development of a business startup plan. This will include practical aspects of contract negotiations and establishment of professional business relationships. The final assignment will demonstrate the student's acumen in long-term planning and operational issues of owning and managing a chiropractic practice. The student will create and produce chiropractic clinic business startup and operation plans. This will include the process of preparing and presenting a competition analysis, a strategic plan, marketing plan and business management plan for a startup chiropractic practice.

### **FOUN91513 Pain & Stress Management**

Credit Hours: 1

Contact Hours: 2 hours of work per week

Prerequisites: All first through twelfth quarter courses

This is a distance education course. Principles of pain and stress management will be explored. The impact and influence of evidence-based psychological and physical interventions for pain and stress management will be studied and implemented. An in-depth mastery of identification assessment and interventions of psychosocial factors in pain syndromes and musculoskeletal disorders will be achieved.

## **TECHNIQUE ELECTIVE COURSES**

The following technique electives are available to students who have completed the prerequisite courses at Palmer's Florida campus. Students in the sixth through thirteenth quarter are eligible to enroll in technique elective courses. These electives are designed to facilitate investigation of specialized techniques after the student has completed the study of the adjustive procedures included in the Palmer Package. Students who are on academic probation, warning or contract are not eligible to take technique elective courses. Eligible students may enroll in no more than two electives per quarter. First priority is given to upper-quarter students and to students who are not enrolled in any other technique elective. Technique electives are presented in a seminar format during evening and/or weekend hours.

### **CEPE63802 Gonstead Technique - Advanced Lumbo-Pelvic**

Contact Hours: 22 hours per session

Prerequisite: CARE62221

This course refines the skills learned in the core curriculum with attention to Gonstead X-ray analysis and adjusting procedures of the lumbar spine and pelvis.

### **CEPE63803 Thompson-Terminal Point Technique**

Contact Hours: 22 hours per session

Prerequisite: CARE62221

Analytical and adjustive methods as written and practiced by J. Clay Thompson, D.C., will be taught. Derefield and cervical syndrome analytical procedures, special approaches to the adjustive correction of pelvic misalignments, spondylolisthesis, ribcage and other spinal areas, and extremities, utilizing the terminal point table, and emphasis on practical work will be covered. The Thompson Technique is a low-force, specific adjustment technique, which includes the Derefield-Thompson Leg Analysis System.

### **CEPE63805 Sports Elective**

Contact Hours: 22 hours per session

Prerequisite: CARE62221

Sports Elective is designed for students to gain knowledge in common on-field treatment approaches. It will prepare students for emergencies that may occur at a sporting event, such as on-field emergency protocols, spinal and head trauma, implementing the ABC's of emergency care, skin lesions and extremity evaluation and treatment. It will also cover principles of stretching, myofascial release technique and taping.

### **CEPE63809 Grostic/AO Procedures**

Contact Hours: 22 hours per session

Prerequisite: CARE62221

This is an introductory course on the Grostic and AO technique protocols and procedures, including X-ray analysis, line-of-correction calculations, patient placement and patient adjustments using both manual and table-mounted instrument techniques.

### **CEPE71810 Instrument Assisted Soft Tissue Technique (IASTT)**

Contact Hours: 22 hours per session

Prerequisite: CARE62221

This course introduces students to concepts of soft tissue injury, diagnosis and treatment procedures. Emphasis is placed on correlation of soft-tissue dysfunction with the vertebral subluxation complex. Functional assessment, differential diagnosis and case management of soft tissue lesions incorporating instrument-assisted procedures are also included.

### **CEPE72810 Sacro-Occipital Technique Part I**

Contact Hours: 22 hours per session

Prerequisite: CARE71311

Patient categorization and the basic treatment regimens for the SOT categories, blocking methods and category management, analysis of physical findings as written by M.B. DeJarnette, D.C., basic cranial maneuvers and emphasis on practical experience are covered.

### **CEPE72811 McKenzie MDT Part A**

Contact Hours: 22 hours per session

Prerequisite: CARE63231

Students will learn how to functionally assess Cervical & Thoracic complaints and categorize them into mechanical subgroups enabling the student to accurately and efficiently triage patients. Students will learn the importance of centralization of symptoms and directional preference with the application of repeated functional spine movements and/or static positioning. Patient management, including progression of forces up to and including spinal adjusting, will be emphasized. Patient education regarding postural correction and the application of functional spine movements for the self treatment aspects of care are stressed. Students will learn how this process promotes patient empowerment, increases satisfaction with treatment, and is cost effective.

### **CEPE72812 McKenzie MDT Part B**

Contact Hours: 22 hours per session

Prerequisite: CEPE72811

This course is a continuation of CEPE72811, McKenzie MDT Part A.

### **CEPE72812 Activator Methods I**

Contact Hours: 22 hours per session

Prerequisite: CARE71311

Students must be in eighth quarter or higher to take this course. Activator procedures, including mechanisms of subluxation, analysis, adjustive procedures and light force activator adjusting instrument will be studied. Testing and treatment procedures for the pelvis, spine and scapula are incorporated. The importance of the leg length check is emphasized, with individual critique and skill development in performing the leg length analysis being the foundation for most activator methods. We discuss proper documentation and coding for assessment and treatment utilizing Activator Methods. In addition, we present a review of the evidence base behind the technique, both for the instrument and for the testing procedures.

### **CEPE72813 Flexion Distraction/Decompression**

Contact Hours: 22 hours per session

Prerequisite: CARE71311

This course provides instruction on Flexion Distraction Protocols I and II for the cervical and lumbar spine. Instruction on decompression using the standard decompression table (DX2) will also be provided. Indications and contraindications to decompression will be taught. Only students passing this course can provide flexion-distraction and decompression in our clinics using the flexion-distraction tables (including the Cox 7 tables) and the standard (Dyantron DX2) decompression table.

### **CEPE72814 Pettibon Spinal Biomechanics Technique**

Contact Hours: 22 hours per session

Prerequisite: CARE71311

This course focuses on the Pettibon rehabilitation and adjusting protocols. There will be an emphasis on structural correction, use of rehabilitation equipment and use of specific Pettibon equipment. Case management and X-ray analysis are incorporated into this course.

### **CEPE72817 Logan Basic Technique**

Contact Hours: 22 hours per session

Prerequisite: CARE71311

This course covers practical, philosophical and written material related to the evaluation and care of patients under

the Logan Basic technique model. Emphasis will include the assessment of patients, the interpretation of findings and the appropriate application of the Logan Basic chiropractic adjustment.

### **CEPE72819 Comprehensive Spinal Rehabilitation**

Contact Hours: 22 hours per session

Prerequisite: CARE71311

Co-requisite with: CARE72321

The rehabilitative approach to spinal conditions has a high patient outcome and response to care measure. There is a wide appreciation for the functional restoration of joint arthrokinematics and proper spinal movement. Clinical research has continued to support the functional rehabilitation model and improved patient outcomes has resulted in better third party reimbursement for active care CPT codes. This course is designed to prepare the student by enhancing their clinical treatment approach by utilizing soft tissue mobilization, nerve root flossing techniques, post-surgical and post-injury spinal rehabilitation, and emphasize cervico-thoracic and thoracolumbar adjusting skills.

### **CEPE72820 Myofascial Trigger Point Assessment & Treatment**

Contact Hours: 22 hours per session

Prerequisites: Care71311

The history and scientific basis for the trigger point techniques will be taught in this course, with emphasis placed on skill development. The focus will be on soft tissue procedures complementary to the chiropractic adjustment. A variety of myofascial trigger point treatment techniques will be explored, such as, ischemic compression, myofascial release, cross friction massage, and different types of PNF stretching. Soft tissue palpation and muscle function testing will be presented as part of the development of an overall musculoskeletal analysis.

### **CEPE73816 Activator Methods II**

Contact Hours: 22 hours per session

Prerequisite: CARE72321, CEPE72812

This course moves the student from beginner to intermediate level in Activator technique practice. Additional testing and treatment procedures for the pelvis, sacrum, spine, extremities, and TMJ are incorporated. The importance of the leg length check is re-emphasized, with individual critique and skill development in performing the leg length analysis, the foundation for most Activator methods. Students have the opportunity to perfect their adjusting skills with the Activator instrument, both in the Basic and Intermediate protocols. The Activator 5 adjusting instrument is also introduced and the

student is instructed on its use. Proper documentation and coding for assessment and treatment utilizing Activator Methods is presented. In addition, we present a review of the evidence base behind the technique, both for the instrument and for the testing procedures. The student is introduced to the process of writing and publishing case studies as a means of reporting Activator patient treatment as well as adding to the body of evidence in this area.

### **CEPE73817 Extra Spinal Adjusting**

Contact Hours: 22 hours per session

Prerequisite: CARE72321

This elective course focuses on the student intern being confident in their extra-spinal adjusting ability. The student interns will be able to demonstrate level- appropriate competency in history taking, physical examination, diagnosis, and case management in regards to extra-spinal adjusting.

# STUDENT CODE OF ETHICS

## PREAMBLE

The Student Code of Ethics (“Code”) is not intended to interfere with other applicable laws, policies or regulations that relate to ethical conduct. This Code should be interpreted as being in concert with rather than in conflict with other laws, policies, and regulations whenever possible. Students, as a condition of admission, agree to abide by the Code. Students further agree to abide by all College regulations contained in the Catalog, Student Handbook, other publications and notices placed on official College bulletin boards including its portal, digital monitors, and/or website. This includes students who reside in College premises; participate in preceptorships; and participate in any College programs on or off College premises.

Students also are expected to abide by local, state and federal laws. The College assumes its students will conduct themselves as responsible citizens. The College, therefore, reserves the right to dismiss any student at any time, should it be in the best interest of the College or the student to do so. It is the personal responsibility of every student to respect the rights of others and to conduct themselves with integrity.

## PURPOSE

The intent of this Code is to ensure that students neither lose their rights nor escape the responsibilities of citizenship. Students enrolled at the College must be guided by the highest standards of ethical conduct. They are expected to demonstrate professional qualities when dealing with persons in the College community, chiropractic patients, College visitors, other individuals associated with or conducting business with the College and with the general public.

## RESERVATION OF RIGHTS REGARDING THIS CODE

The College reserves the right, without notice, to modify its policies, rules, processes, procedures and/ or guidelines; to change the content of this Code or to alter any other regulation affecting the student body; to place a student on interim suspension with or without filing a charge of misconduct; to remove a student on an emergency basis from its educational programs and activities whether the disciplinary processes are underway or not; or to impose discipline up to and including dismissal of any student at any time should it be in the interest of the College, or of the student, to do so.

## JURISDICTION OF THE STUDENT CODE OF ETHICS

The Code shall apply to conduct that occurs on College premises or at College sponsored or College-related activities or service functions on or off College premises or at non-College activities on or off College premises that adversely affects the College Community and/or the pursuit of its objectives and/or triggers the College’s responsibilities under College policies or law. This includes conduct that occurs online or via any other virtual medium.

Each student shall be responsible for his/her conduct from the time of application for admission through the actual awarding of a degree, even though conduct may occur before classes begin or after classes end, as well as during the academic year and during periods between terms of actual enrollment (and even if their conduct is not discovered until after a grade or degree is awarded).

The Code shall apply to a student’s conduct even if the student withdraws from school while a disciplinary matter is pending.

The Code shall also apply to conduct occurring online such as harassment delivered by email or acts of bullying or discrimination posted in video form or on gossip sites.

Students must also be aware that information posted to blogs, webpages, social networking sites such as Twitter, Snapchat and Facebook, or other online postings are in the public sphere, and are not private. These postings can subject a student to a charge of misconduct if information posted online relates to, supports or constitutes misconduct. The College does not regularly monitor online activities but may take action if and when such information is discovered.

## NON-COMPLIANCE

For a complete list of potential sanctions for noncompliance with the Student Code of Ethics, refer to the Student Code of Ethics published in the Student Handbook.

## ADDITIONAL CONSEQUENCES FOR NON-COMPLIANCE

The policies and rules that govern this College process and the policies and rules of other College processes generally operate

independently and do not substitute for each other. Subsequently, a finding of misconduct may result in additional consequences outside the jurisdiction of this College process or render a student ineligible for things a student may otherwise be eligible for such as but not limited to the following:

- Financial aid
- Immigration status
- Scholarships
- Awards
- Leadership positions
- Membership or participation in certain clubs and organizations
- Preceptorship

Please contact the appropriate College official for questions regarding other College processes.

## **INTERNAL ADMINISTRATIVE PROCESS**

This Code does not mirror criminal or civil legal processes. This Handbook is administrative, not legal. Therefore, rules of law, evidence and criminal/ civil procedure do not apply and will not be utilized with minor exceptions as specified in this Handbook.

While the activities covered by the laws of the larger community and those covered by College rules may overlap, it is important to note that the community's laws and the College's rules operate independently and that they do not substitute for each other.

Proceedings may be instituted against a student charged with misconduct that potentially violates both the criminal law and this Code (that is, if both possible violations result from the same factual situation) without regard to the pendency of civil or criminal litigation.

## **WHEN PROCEEDINGS MAY OCCUR**

The College may pursue enforcement of its own rules whether or not legal proceedings are underway or in prospect and may use information from third party sources (such as law enforcement agencies and the courts) to determine whether College rules have been broken. Proceedings under this Code may be carried out prior to, simultaneously with, or following a civil or criminal proceedings at the discretion of the Coordinator.

## **COOPERATION WITH LAW ENFORCEMENT**

The Coordinator will cooperate with law enforcement in order that this Code does not interfere with the integrity or timing of a criminal investigation. At the request of law enforcement, the College may temporarily defer the fact-gathering portion of its investigation.

## **LEGAL DETERMINATIONS**

Neither law enforcement's determination of whether or not to arrest or prosecute a student nor the outcome of any criminal prosecution are determinative of whether or not ethical misconduct has been proven under the Code. The College cannot and does not determine whether a crime has been committed beyond a reasonable doubt. That can only be done through the legal process.

Determinations made or sanctions/discipline imposed under this Code shall not be subject to change solely because criminal charges arising out of the same facts giving rise to a charge of ethical misconduct were dismissed, reduced or resolved in favor of or against a student.

## **SPECIAL CONSIDERATIONS FOR CHARGES OF VIOLATION OF LAW**

When a student is charged by federal, state, or local authorities with a violation of law, the College will not request or agree to special consideration for that individual because of his or her status as a student. If the alleged offense is also being processed under College processes, the College may advise legal authorities of the existence of such processes and of how such matters are typically handled within the College community.



## INQUIRIES

For a complete copy of the Student Code of Ethics, please refer to the College's website at <https://www.palmer.edu/wp-content/uploads/2022/03/student-code-of-ethics.pdf>.

For inquiries regarding the administration of the Student Code of Ethics, contact the Senior Director for Compliance or any of the following coordinators:

### MAIN CAMPUS:

Earlye Adams Julien, PHR, M.S. Ed.

Senior Director for Compliance

1000 Brady Street

Davenport, IA 52803

563-884-5476

[julien\\_e@palmer.edu](mailto:julien_e@palmer.edu)

Lori Larsen, B.A.

Compliance Specialist

(Also serving as Student Code of Ethics Coordinator)

1000 Brady Street

Davenport, IA 52803

563-884-5246

[lori.larsen@palmer.edu](mailto:lori.larsen@palmer.edu)

### FLORIDA CAMPUS:

Jason Brewer, M.S.

Dean of Student Services

(Also Serving as Student Code of Ethics Coordinator designee)

Office of Student Services

4777 City Center Parkway Port Orange, FL 32129

(386) 763-2781

[jason.brewer@palmer.edu](mailto:jason.brewer@palmer.edu)

# ENTERING THE PROFESSION

## PALMER CAREERNETWORK

The Center for Business Development provides the Palmer CareerNetwork, an online gateway that provides access to the following:

- Employment opportunities and chiropractic practices and equipment for sale
- A mock-interview program called Interview Stream
  - Registration for Business Modules, which are informational sessions held during evenings and weekends
  - Informational “Lunch and Learn” sessions from employers
- Chiropractors and students can find this information on the Palmer CareerNetwork website at <https://palmer-csm.symplcity.com>.

## EMPLOYMENT PROSPECTS

While the College does not guarantee either placement or employment of its graduates, it does provide employment opportunity listings on the Palmer CareerNetwork at:

<https://palmer-csm.symplcity.com>.

Employment for doctors of chiropractic, according to the U.S. Department of Labor’s Occupational Outlook Handbook 2022-2023 edition, is expected to grow faster than average through the year 2023. Its website is

<http://www.bls.gov/ooh/Healthcare/Chiropractors.htm>.

## CONTINUING EDUCATION

The Continuing Education Department serves Palmer and the chiropractic profession through the development and implementation of quality educational programs for chiropractors, students and faculty. The Continuing Education Department maintains the College’s tradition of lifelong learning through continuing education at Palmer campuses providing nationwide programming. Palmer online courses, license renewal seminars, certificate and diplomate programs, and CE providership support services are among Palmer’s continuing education offerings.

Additionally, the department sponsors annual Homecoming events. These events offer students, staff and doctors from around the world the opportunity to attend educational

sessions, view the latest products and services, and attend alumni reunions and social events. Special discounted rates are available to students. For more information about continuing education, call toll-free 800-452-5032 or email us at [continuinged@palmer.edu](mailto:continuinged@palmer.edu).

## ALUMNI NETWORK

Palmer College alumni make up nearly one-third of all practicing chiropractors in the world. The purpose of the Alumni Network is to help Palmer alumni stay connected with each other and with the College.

Palmer College’s Alumni Network includes all graduates from all three campuses. Chiropractors and graduates of all past and current programs are all members of the Palmer College of Chiropractic Alumni Network.

Need a professional mentor? Want to connect with classmates and earn Continuing Education Credits? You can look to your fellow alumni and the Palmer College Alumni Network for a wealth of experience and information.

Palmer College offers many great resources to its alumni. As a member of the Palmer College Alumni Network, you have access to alumni-only job and practice listings, discounted supplies and equipment through the Palmer Bookstore, free patient education materials, continuing education and opportunities for involvement available through Palmer College.

For more information on these benefits, browse our website, e-mail [alumni@palmer.edu](mailto:alumni@palmer.edu) or call 800-722-2586, ext. 3

## ADVANCEMENT OFFICE

The Advancement Office is your lifeline to the College after graduation. The Advancement Office leads the College’s Alumni Network, plans alumni social events at all three campuses throughout the year, and provides over 20,000 patient referrals per year to practicing Palmer graduates through the Find-a-Chiropractor service.

The Office also serves as the central point for the College’s efforts in securing private financial contributions to provide students with access to scholarships, innovative programs,

campus enhancements and up-to-date technology in both academic and clinical educational programs.

The Advancement Office works hard to maintain strong relationships with alumni, donors, and friends of Palmer so our profession remains strong and future generations can experience a superior chiropractic education at Palmer College of Chiropractic.

## **PROFESSIONAL ORGANIZATIONS**

The chiropractic profession is represented by two major professional organizations, the International Chiropractors Association (ICA) and the American Chiropractic Association (ACA). Both associations are located in Arlington, Virginia. The two national organizations provide services in education, political and public relations, and insurance. Both organizations have student auxiliary groups on each campus.

The addresses of the national offices are:

### **International Chiropractors Association**

1110 North Glebe Rd., Ste. 650  
Arlington, VA 22201  
703-528-5000

### **American Chiropractic Association**

1701 Clarendon Blvd.  
Arlington, VA 22209  
703-276-8800

## **TRANSCRIPT OF RECORD**

All transcripts are generated and issued from the Student Administrative Services Office at a cost of \$5. Requests may be made in writing or via the transcript request submission process outlined at [www.palmer.edu/transcript](http://www.palmer.edu/transcript). The College will not honor transcript requests from those having past-due College bills.

## BOARD OF TRUSTEES

The College derives its legal control through its Articles of Incorporation and Bylaws as executed by its governing Board of Trustees. Board members are:

Trevor V. Ireland, D.C., FPAC, FICA, FPCW, FICC  
Chairperson of the Board  
Private Chiropractic Practitioner  
Anchorage, Alaska

Paul VanDuyne, D.C., P.E., FPAC  
Vice Chairperson  
President/CEO, IMEG Corp.  
Rock Island, Illinois

Vickie A. Palmer, H.C.D. (Hon.), FPAC  
Secretary General  
Davenport, Iowa

Don Betz, Ph.D.  
President Emeritus, University of Central Oklahoma  
Pflugerville, Texas

Michael D. Chance, D.C., FPAC  
Private Chiropractic Practitioner  
Gainesville, Florida

Donna L. Craft, D.C., FPAC, FICC  
Retired Private Chiropractic Practitioner  
Brooklyn, Michigan

Donald S. Doucette, Ph.D.  
Retired Chancellor, Eastern Iowa Community Colleges  
Eugene, Oregon

Susan R. Hatfield, Ph.D.  
Retired Professor, Winona State University  
Winona, Minnesota

Nathan A. Hinkeldey, D.C., DACRB  
Chiropractor, Veterans Administration Healthcare System  
Pain Management Department  
Des Moines, Iowa

Charles J. Keller, D.C., M.A. , (Hon) FPAC,  
FICA, FPCW, FICC  
Private Chiropractic Practitioner  
Yonkers, New York

Kenneth R. Koupal  
Retired Bank President  
Bettendorf, Iowa

Kent M. Pilcher  
President, Estes Construction  
Davenport, Iowa

# ADMINISTRATION

## COLLEGE ADMINISTRATION

### **Dennis M. Marchiori, D.C., Ph.D.**

Chancellor and CEO  
Associate Professor State University of New York, B.S., 1989;  
Palmer College of Chiropractic, D.C., 1990; M.S., 1992;  
Diplomate, American Chiropractic Board of Radiology, 1995;  
University of Iowa, Ph.D., 2005.

### **Barbara J. Melbourne, J.D.**

Vice Chancellor for Institutional Advancement  
University of Kansas School of Law, J.D., 1988; Creighton  
University, B.A., 1985.

### **Michael C. Norris, Ph.D.**

Vice Chancellor of Admissions  
Simpson College, B.A., 2002; Drake University, M.B.A.,  
2007; Iowa State University, Ph.D., 2014.

### **James E. O'Connor, APR**

Vice Chancellor for Marketing & Communication  
University of Northern Iowa, B.A., 1989.

### **Robert E. Percuoco, D.C.**

Vice Chancellor for Institutional Effectiveness; Professor  
Stonehill College, B.S., 1978; Palmer College of Chiropractic,  
D.C., 1983.

### **Jennifer L. Randazzo, M.A.S., C.P.A.**

Vice Chancellor of Finance  
St. Ambrose University, B.A., 2005; Northern Illinois  
University, M.A.S., 2006.

### **William Sherrier, D.C., M.A.**

President, Palmer Florida  
Richard Stockton College of New Jersey, B.A., 1985; Life  
College of Chiropractic, D.C., 1989; University of Central  
Florida, M.A., 2015.

### **Daniel J. Weinert, D.C., Ph.D.**

College Provost; Professor  
Northern Michigan University, B.S., 1989; University of  
Massachusetts at Amherst, M.S., 1992; Palmer College of  
Chiropractic, D.C., 1996; Diplomate, American Chiropractic  
Rehabilitation Board, 1999; University of Iowa, Ph.D., 2013.

## COLLEGE MANAGEMENT

### **Earlye Adams Julien, M.S.C., M.S.Ed.**

Senior Director of Compliance; Chief Compliance Officer  
Professional in Human Resources (PHR), 1994; Teikyo  
Marycrest University, B.A., 1995; Western Illinois University,  
M.S.C., M.S.Ed., 2000.

### **Beth A. Barclay, M.A.**

Senior Director of Accreditation & Licensure  
Central Michigan University, B.A., 2008; Iowa State  
University, M.A., 2014.

### **Dustin C. Derby, Ed.D.**

Senior Director of Institutional Research and Effectiveness  
Illinois State University, M.S.Ed., 1997; Northern Illinois  
University, M.S., 2005, Ed.D., 2006.

### **Christine D. Deines, M.L.I.S.**

Senior Director of Libraries  
University of Colorado at Denver, B.A., 1998; University of  
Denver, M.L.I.S., 2006.

### **Nathaniel A. Finkey, D.C., DACBR**

Senior Director of Clinic Analysis  
Palmer College of Chiropractic, D.C., 2015.

### **Mary E. Frost, D.C., M.B.A.**

Senior Director of Continuing Education  
Palmer College of Chiropractic, B.S., D.C., 1996; St. Ambrose  
University, M.B.A. 2015.

### **Marie J. Kelly, B.A.**

Senior Director of Advancement and Alumni  
Loras College, B.A., 2011.

### **Katheen R. Graves, B.A.**

Senior Director of Financial Affairs  
St. Ambrose University, B.A., 1989.

### **Mindy S. Leahy, M.B.A.**

Senior Director for Registrar  
Wartburg College, B.A., 1992; St. Ambrose University,  
M.B.A., 1995.

**Cynthia R. Long, Ph.D.**

Dean of Research  
Winona State University, B.A., B.S., 1984; Iowa State University, M.S., 1989; University of Iowa, Ph.D., 1995.

**Jillian B. McCleary, B.A.**

Senior Director of Marketing & Communication  
University of Iowa, B.A., 2002.

**Abbey L. Nagle-Kuch, M.P.A.**

Dean of Student Affairs  
University of Iowa, B.A., 2008, Drake University, M.P.A., 2017.

**Megan Nelson, B.S.**

Senior Director of Financial Affairs  
Western Illinois University, B.S., 2012.

**Lisa M. Schneider, B.S., SHRM-CP**

Senior Director of Human Resources  
Western Illinois University, B.S., 2010.

**Brian L. Sharkey, B.S.**

Senior Director of Safety and Security  
University of Illinois, B.S., 1989.

**Tara J. Schulz, M.B.A.**

Executive Director of Clinic Operations  
Illinois State University, B.S., 1996; Tippie College of Business, M.B.A., 2005

**Troy D. Stark, B.A., M.S., D.C.**

Senior Director of Assessment  
Palmer College of Chiropractic, D.C., 2010; Monmouth College, B.A., 2010; Rosalind Franklin University of Medicine and Sciences, M.S., 2023.

**Amber L. Wells, J.D.**

Executive Director for Legal Affairs  
University of Iowa, B.A., 2006; J.D., 2009.

**Mark E. Wiseley, B.A.**

Senior Director of Information Technology  
Blackhawk College, A.A., 1998; St. Ambrose University, B.A., 2002.

MAIN CAMPUS:

**CAMPUS ADMINISTRATION**

**Lisa M. Bauer, B.B.A.**

Director of Auxiliary Services  
University of Iowa, B.B.A., 1985.

**Crystal R. Bowen, M.B.A**

Director of Development  
Bemidji State University, B.S., 2013; M.B.A., 2022.

**Kaitlin R. Clevenger, B.S.**

Director of Student Experience  
Iowa State University, B.S., 2016.

**Holly C. Fischer, B.A.**

Director of Academic Support Services  
San Diego State University, B.A., 2004.

**Elizabeth A. Fisher, M.A., B.A.**

Director of Donor Relations  
St. Ambrose University, B.A., 2004; University of Iowa, M.A., 2019.

**Kristin K. Frymoyer, Ph.D., M.A.**

Director of Continuing Education  
Kaplan University, B.A., 2013; Northcentral University, M.A., 2016; Grand Canyon University, Ph.D., 2022.

**Karie A. Gilson, B.A.**

Director of Alumni Programs and Annual Giving  
Baruch College, B.A., 2004.

**Jody L. Graham, M.B.A.**

Director for the Center for Teaching & Learning  
Mount St. Clare College, B.A., 1994; Ashford University, M.B.A., 2006.

**Ward M. Jones, Ph.D.**

Associate Dean for Life Sciences  
Ball State University, B.S., 1986; M.S., 1989; Montana State University, Ph.D., 1997



**David D. Juehring, D.C., N.S.C.A.**

Director of Chiropractic Rehabilitation and Sports Injury;  
Associate Professor  
Iowa State University, B.A., 1987; Palmer College of  
Chiropractic, D.C., 1994; Certified Strength and Conditioning  
Specialist, N.S.C.A., 1995; Certified Chiropractic Sports  
Physician, 1997; Diplomate, American Chiropractic  
Rehabilitation Board, 1998.

**Siri C. Leech, D.C., DACBR**

Associate Dean of Clinical Sciences  
University of Montana, B.A., 2015; Palmer College of  
Chiropractic, 2011, Diplomate, American Board of Radiology,  
2016.

**Ian D. McLean, D.C.**

Director of Clinical Radiology; Professor  
Palmer College of Chiropractic, D.C., 1979; Diplomate,  
American Chiropractic Board of Radiology, 1984.

**Shannon M. Milton, B.B.A., B.S.**

Director of Advancement Services  
University of Iowa, B.B.A., 2000, B.S., 2000.

**James M. Mountain, M.S.**

Director of Information Security  
Black Hawk College, A.A.S., 1998; Western Governors  
University, M.S., 2023.

**Daniel Murzyn, B.A.**

Director of Procurement  
Western Illinois University, B.A., 2005.

**Ranier Pavlicek, D.C., ATC, DACRB**

Associate Professor, Associate Dean of Clinics  
Brigham Young University, B.S., 1991; Athletic Trainer  
Certified, 1991; Palmer College of Chiropractic, D.C., 2001;  
Diplomate of the American Chiropractic Rehabilitation Board,  
2004.

**Craig A. Schmidt, M.A.**

Director of Development  
Iowa State University, B.S., 1980; University of Iowa, M.A.,  
1992.

**Erik E. Sellas, M.B.A.**

Director of Campus Enrollment  
Florida State University, B.S. and B.A., 2004; University of  
Phoenix, M.B.A., 2009.

**Kara N. Shannon, D.C.**

Assistant Professor, Associate Dean of Clinics  
Palmer College of Chiropractic, D.C., B.S., 2014.

**Michael J. Tunning, D.C., M.S.**

Dean of Programs  
St. Ambrose University, B.A., 2003; Palmer College of  
Chiropractic, D.C., 2006; University of New England, M.S.,  
2015.

**Robert D. Vining, D.C., D.H.Sc.**

Associate Dean of Clinical Research  
Logan College of Chiropractic, B.S., 1987; D.C., 1989;  
Jefferson College of Health Sciences, D.H.Sc., 2018.

FLORIDA CAMPUS:

**CAMPUS ADMINISTRATION**

**Jessica Blumenfeld, B.S.**

Campus Enrollment Director  
Jacksonville University, B.S., 2003

**Heather Bowyer, D.C., CSCS**

Dean of Clinics  
The College of West Virginia, A.S., B.S., 1998; Palmer  
College of Chiropractic, San Jose, CA, D.C., 2006.

**Jason Brewer, M.S.**

Dean of Students  
Cumberland University, B.A., 2002; M.S., 2004.

**Angela Carter, SHRM-CP**

Manager of Human Resources

**Michelle Gingras, D.C.**

Associate Dean of Clinics  
University of North Florida, B.S., 1998; Life University, D.C.,  
2002.

**Je'Ne Jordahl, D.C.**

Associate Dean of Clinics  
University of Illinois, B.S., 2005; Palmer College of  
Chiropractic Florida, D.C., 2009.

**Rocky Justice, D.C.**

Associate Dean of Life Sciences and Practice Foundations  
Concord University, B.S., 2011; Palmer College of  
Chiropractic, D.C., 2016.

**Joy Lewis, Ed.D.**

Dean of Academic Affairs  
University of Central Florida, B.S., 2001, M.S., 2004; Nova  
Southeastern University, Ed.D., 2010.

**Jason Qualls, D.C.**

Associate Dean of Clinical Sciences  
University of Kentucky, B.S., 2001; Cleveland Chiropractic  
College, D.C., 2007.

**Matthew Richardson, D.C., DACBR**

Director of Clinical Radiology  
Murray State University, B.S., 2001; Palmer College of  
Chiropractic, Davenport, IA, D.C., 2006. Diplomate,  
American Board of Chiropractic Radiology, 2010.

**Jennifer Sherman, B.A.S.**

Registrar  
Daytona State University, B.A.S., 2018.

**Nicole Worthington, MANPM, Ph.D.**

Director of Development  
University of Central Florida, B.A., 2002; MANPM, 2010;  
Georgia State University, Ph.D., 2017.

**MAIN CAMPUS:****FACULTY****FULL-TIME FACULTY****Brian Anderson, D.C., Ph.D., M.P.H.**

Associate Professor  
Northern Illinois University, B.A., 1999; National University  
of Health Sciences, D.C., 2004; Benedictine University,  
M.P.H., 2008; National University of Health Sciences, M.S.,  
2014; Northern Illinois University, Ph.D., 2019.

**Maria R. Anderson-Dooley, D.C.**

Associate Professor  
Luther College, B.A., 1988; Palmer College of Chiropractic,  
D.C., 1996.

**Karen L. Anthony, M.S.**

Assistant Professor  
Southern Illinois University, B.S., 1982; Southern Illinois  
University, B.S., 1983; Palmer College of Chiropractic, M.S.,  
2000.

**Brittney Asby, B.S., D.C.**

Instructor  
Palmer College of Chiropractic, D.C., 2013.

**Bryan Asby, B.S., D.C.**

Instructor  
University of Wisconsin-Whitewater, B.S., 2008; Palmer College  
of Chiropractic, D.C., 2012.

**Kira J. Baca, D.C., M.S.**

Instructor  
State University of New York at New Paltz, B.S. Ed., 2010; The  
University of Toledo, M.S., 2013; Palmer College of  
Chiropractic, D.C., 2019.

**Virginia A. Barber, D.C., M.S.**

Professor  
State University of New York at New Paltz, B.A., 1985; Palmer  
College of Chiropractic, D.C., 1990; Creighton University, M.S.  
2018.

**Jody Bell, A.A.S., R.T.**

Instructional Radiologic Technologist  
Scott Community College, A.A.S., 1999.

**Megan Beveridge, M.S.**

Instructor  
Grand View University, B.A., 2020, Des Moines University,  
Master of Science, M.S., 2022.

**Judy L. Bhatti, D.C., M.S.**

Associate Professor  
Palmer College of Chiropractic, B.S., D.C., 1994; M.S., 2000.  
A.T. Still University of Health Sciences, DHED, 2017.

**Thomas A. Brozovich, D.C.**

Associate Professor  
St. Ambrose University, B.A., 1977; Palmer College of  
Chiropractic, D.C., 1982; Diplomate American Chiropractic  
Board of Thermology, 1989; Diplomate American Academy  
of Pain Management, 1992; Diplomate American Chiropractic  
Academy of Neurology, 1993.

**Casey A. Buns, D.C., CCSP, CSCS**

Assistant Professor  
Wartburg College, B.A., 2008; Northwestern Health Sciences  
University, D.C., 2011; American Chiropractic Board of  
Sports Physicians, 2016; National Strength and Conditioning  
Association.

**Katherine L. Clark, D.C.**

Associate Professor  
University of Iowa, B.A., 2006; Palmer College of  
Chiropractic, D.C., 2010.

**John J. Crouse, D.C.**

Assistant Professor  
University of Iowa, B.A., 2009; Palmer College of  
Chiropractic, D.C., 2013.

**Kevin A. Cunningham, D.C., Ph.D.**

Professor  
George Williams College, B.S., 1982; Palmer College of  
Chiropractic, D.C.; 1988, University of Iowa, Ph.D., 2003.

**Callyn R. Dittmar, D.C., CCSP**

Assistant Professor  
Augustana College, B.A., 2004; Palmer College of  
Chiropractic, D.C., 2008; American Chiropractic Board of  
Sports Physicians 2021.

**Stephen M. Duray, Ph.D.**

Professor  
Cleveland State University, B.A., 1983; Kent State University,  
M.A., 1987; Ph.D., 1992.

**Amberly Ferguson, D.C.**

Assistant Professor  
University of Northern Iowa, B.S., 2003; Palmer College of  
Chiropractic, D.C., 2007.

**Emma Forlow, D.C., CCSP**

Faculty Clinician  
Hope College, B.A., 2016; Palmer College of Chiropractic,  
D.C., 2019; Diplomate, American Chiropractic Board of  
Sports Physicians, 2021.

**Mary E. Frost, D.C., M.B.A.**

Associate Professor; Senior Director of Continuing Education  
Palmer College Chiropractic, B.S., D.C., 1996; St. Ambrose  
University, M.B.A., 2015.

**Pamela Gindl, D.C.**

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Palmer College of Chiropractic, B.S., D.C., 1990; Diplomate,  
ICA Council on Chiropractic Pediatrics, 2003.

**Chad Hagen, D.C.**

Assistant Professor  
Palmer College of Chiropractic, D.C., 2005.

**Joseph Heston, D.C., DACBR, M.S., RMSK**

Instructor  
Loras College, B.S., 2013; Palmer College of  
Chiropractic, D.C., 2017; National University M.S., 2020;  
Diplomate, American Chiropractic Board of Radiology 2021;  
Alliance for Physician Certification & Advancement 2021.

**Aaron Hildreth, B.S., D.C.**

Instructor  
University of Northern Iowa, B.A., 2013; Palmer College of  
Chiropractic, D.C., 2016.

**Monisa Holton-Brown, D.C.**

Assistant Professor  
Saint Ambrose University, B.S., 1995; Palmer College of  
Chiropractic, D.C., 2001.

**Karmen J. Hopkins, D.C.**

Assistant Professor  
Palmer College of Chiropractic, B.S., D.C., 2010.

**Rachelle A. Hynes, D.C.**

Associate Professor  
Palmer College of Chiropractic, B.S., D.C., 1997; Palmer  
Institute for Professional Advancement, Legion of  
Chiropractic Philosophers, 2004.

**Roger J.R. Hynes, D.C., DPhCS, FICA**

Professor  
Memorial University of Newfoundland, B.S., 1994; Palmer  
College of Chiropractic, D.C., 1998; Palmer Institute for  
Professional Advancement, Legion of Chiropractic  
Philosophers, L.C.P., 2002; International Chiropractors  
Association, D.Ph.C.S., 2005.

**Robert A. Illingworth, D.C.**

Assistant Professor  
Palmer College of Chiropractic, B.S., D.C., 1992. Diplomate,  
Academy of Chiropractic Orthopedists, 2011.

**Julie L. Johnson, D.C.**

Assistant Professor  
Western Illinois University, B.S., 1995; Palmer College of  
Chiropractic, D.C. 2000.

**Ward M. Jones, Ph.D.**

Professor, Associate Dean for Life Sciences and Foundations  
Ball State University, B.S., 1986; M.S., 1989; Montana State  
University, PhD., 1997.

**David D. Juehring, D.C., DACRB**

Professor, Director of Chiropractic Rehabilitation and Sports Injury

Iowa State University, B.B.A., 1987; Palmer College of Chiropractic, D.C., 1994; Certified Chiropractic Sports Physician, 1997; Diplomate, American Chiropractic Rehabilitation Board, 1998.

**Lisa Klaus, D.C.**

Assistant Professor

Palmer College of Chiropractic, D.C., B.S., 1999.

**Tanner Kleppe, B.S., D.C.**

Instructor

Palmer College of Chiropractic, B.S., D.C., 2022.

**Thomas Klopcic, D.C.**

Instructor

National University of Health Sciences, D.C., 2019.

**Kenneth R. Krayenhagen, D.C., DIANM**

Assistant Professor

Palmer College of Chiropractic, B.S., D.C., 1998; Diplomate of the International Academy of Neuromusculoskeletal Medicine, 2011.

**Tracey A. Littrell, D.C., DACBR, DIANM**

Professor

Purdue University, B.A., 1990; Palmer College of Chiropractic, D.C., 1997; Diplomate, American Chiropractic Board of Radiology, 2006, Diplomate International Academy of Neuromusculoskeletal Medicine, 2011.

**Cynthia R. Long, Ph.D.**

Professor, Director of Research

Winona State University, B.A., B.S., 1984; Iowa State University, M.S., 1989; University of Iowa, Ph.D., 1995.

**Cheryl Lyon, N.D., B.S., A.A.**

Associate Professor

University of New Haven, B.S., 2003; University of Bridgeport, N.D., 2007.

**Dennis P. Malik, D.C., M.S.**

Assistant Professor

Palmer College of Chiropractic, D.C., 1983; Palmer College of Chiropractic, B.S., 1998; Western Illinois University, M.S., 2006.

**Katherine Manley-Buser, Ph.D.**

Associate Professor

University of Arizona, B.A., 1976; California State University, M.A., 1981; University of California, Davis, Ph.D., 1991.

**Barbara A. Mansholt, D.C., M.S.**

Professor

Palmer College of Chiropractic, D.C., 1995; Palmer College of Chiropractic, M.S. Clinical Research, 2012.

**Dennis M. Marchiori, D.C., Ph.D.**

Associate Professor; Chancellor and CEO

University of the State of New York, B.S., 1989; Palmer College of Chiropractic, D.C., 1990; M.S., 1992; Diplomate, American Chiropractic Board of Radiology, 1995; University of Iowa, Ph.D., 2005.

**Alexander D. G. Margrave, D.C.**

Assistant Professor

Juaniata College, B.S., 2001; Palmer College of Chiropractic, D.C., 2007.

**Cherie L. Marriott, D.C, DICCP**

Professor

Palmer College of Chiropractic, D.C., 1986; University of the State of New York, B.S., 1990; Diplomate, International Council on Chiropractic Pediatrics, 1996.

**Stacie S. Martel, D.C.**

Assistant Professor

Augustana College, B.A., 1994; Palmer College of Chiropractic, D.C., 1998; M.S., 2003.

**Elizabeth B. McConnell, D.C.**

Associate Professor

Adelphi University, B.A., 1975; Palmer College of Chiropractic, D.C., 1982.

**Ian D. McLean, D.C.**

Professor, Director of Clinical Radiology

Palmer College of Chiropractic, D.C., 1979; Diplomate, American Chiropractic Board of Roentgenology, 1984.

**Craig L. Mekow, M.S.**

Associate Professor

Blackburn College, B.A., 1970; Illinois State University, M.S., 1972.

**Lia M. Nightingale, Ph.D.**

Professor  
University of Illinois, B.S., 2002; Ph.D., 2006.

**Michael J. Oppelt, D.C., M.S.**

Associate Professor  
Palmer College of Chiropractic, B.S.; D.C., 1994; M.S., 2003.

**Ranier Pavlicek, D.C., ATC, DACRB**

Associate Professor, Associate Dean of Clinics  
Brigham Young University, B.S., 1991; Athletic Trainer  
Certified, 1991; Palmer College of Chiropractic, D.C., 2001;  
Diplomate of the American Chiropractic Rehabilitation Board,  
2004.

**Teri L. Payton Dexter, D.C.**

Assistant Professor  
Marycrest College, B.A., 1983; Palmer College of  
Chiropractic, D.C., 1986.

**Kevin T. Percuoco, D.C.**

Assistant Professor  
University of Northern Iowa, B.S., 2012; Palmer College of  
Chiropractic, D.C., 2016.

**Robert E. Percuoco, D.C.**

Professor; Vice Chancellor for Institutional Effectiveness  
Stonehill College, B.S., 1978; Palmer College of Chiropractic,  
D.C., 1983.

**David M. Quist, D.C.**

Associate Professor  
Palmer College of Chiropractic, EMT-B, B.S., D.C., DIBCN,  
1988.

**Thomas S. Ring, D.C.**

Associate Professor  
Palmer College of Chiropractic, D.C., 1975.

**Robert M. Rowell, D.C., M.S.**

Professor  
Concordia College, B.A., 1988; Northwestern College of  
Chiropractic, D.C., 1992; Palmer College of Chiropractic,  
M.S., 2007.

**Stacie A. Salsbury, Ph.D.**

Associate Professor  
University of Iowa, B.S.N., 1996, M.S.N., 1999, Ph.D., 2007.

**Patrik R. Schneider, D.C.**

Assistant Professor  
University of Washington, B.S., 2002; Palmer College of  
Chiropractic, D.C., 2014.

**Kara N. Shannon, D.C.**

Assistant Professor, Associate Dean of Clinics  
Palmer College of Chiropractic, D.C., B.S., 2014.

**Zacariah K. Shannon, D.C., M.S., Ph.D.**

Assistant Professor  
Illinois State University, B.S., 2010; Palmer College of  
Chiropractic, D.C., 2014; M.S., 2017; University of Iowa,  
Ph.D., 2023.

**Glenn K. Sorgenfrey, D.C., M.S.Ed.**

Associate Professor  
Palmer College of Chiropractic, D.C., 1986; University of  
New York, Regents College, B.S., 1995; Western Illinois  
University, M.S.Ed., 2003.

**Emily K. Speer, D.C.**

Instructor  
Metropolitan State University of Denver, B.S., 2006; Palmer  
College of Chiropractic, D.C., 2018.

**Carla A. Sullivan, D.C.**

Assistant Professor  
Blackhawk Community College, A.S., 2003; Palmer College  
of Chiropractic, B.S., D.C., 2011.

**Robert C. Tatum, D.C., DACBR**

Associate Professor  
Palmer College of Chiropractic, D.C., 1982; Diplomate,  
American Chiropractic Board of Radiology, 1993.

**Steve Torgerud, D.C., M.S.**

Associate Professor  
Augsburg College, B.A., 1989; Palmer College of  
Chiropractic, D.C., 1993; Diplomate, International Board of  
Chiropractic Neurology, 1999; Purdue University, M.S., 2004.

**Michael Tunning, D.C., ATC, M.S.**

Associate Professor, Dean of Academic Affairs  
St. Ambrose University, B.A., 2003; Palmer College of  
Chiropractic, D.C., 2006; University of New England College  
of Osteopathic Medicine, M.S., 2015.

**Michael J. Van Natta, D.C., DAAPM**

Associate Professor  
Southern Illinois University, B.S., 1979; Palmer College of  
Chiropractic, D.C., 1985; Diplomate of the American  
Academy of Pain Medicine

**Robert Vining, D.C., D.H.Sc.**

Professor  
Logan College of Chiropractic, B.S., 1987; D.C., 1989;  
Jefferson College of Health Sciences, DHSc., 2018.

**Harry L. Wallace, D.C.**

Professor  
Palmer College of Chiropractic, D.C., 1969.

**Dan Weinert D.C., M.S., Ph.D.**

Professor; College Provost  
Northern Michigan University, B.S., 1989; University of  
Massachusetts at Amherst, M.S., 1992; Palmer College of  
Chiropractic, D.C., 1996; Diplomate, American Chiropractic  
Rehabilitation Board, 2000; University of Iowa, Ph.D., 2013.

**Breanne M. Wells, D.C., M.S.**

Associate Professor  
Palmer College of Chiropractic, B.S., D.C., 2015; M.S. 2017.

**Steven D. Wild, D.C.**

Professor  
Palmer College of Chiropractic, D.C., 1970.

**Anthony Yarbrough, B.S., D.C.**

Instructor  
Palmer College of Chiropractic, D.C., 2021.

**PROFESSOR EMERITUS**

**Joel Pickar, D.C., Ph.D.**

Professor Emeritus  
Brown University, B.A., 1973; Palmer College of  
Chiropractic, D.C., 1977, D.C.; University of California, 1990,  
Ph.D.

**Willard M. Smith, D.C.**

Palmer College of Chiropractic, D.C., 1960

**Victor G. Strang, D.C., FPAC**

Professor  
Augustana College, B.A., 1974; Palmer College of  
Chiropractic, D.C., 1977, F.P.A.C., 2005.

**Larry L. Swank, D.C., M.S.**

Professor; Clinic Systems Administrator  
Palmer College of Chiropractic, D.C., 1976; Fellow Academy  
of Chiropractic Orthopedics, 1985; Diplomate, American  
Board of Chiropractic Orthopedics, 1985; University of St.  
Francis, M.S., 1999; Fellow, Palmer Academy of Chiropractic,  
2005; Fellow, International College of Chiropractic, 2012.

**Glenda Wiese, M.A., Ph.D.**

Marycrest College, B.A., 1972; University of Iowa,  
M.A., 1973; University of Iowa, Ph.D., 2003.

**FLORIDA CAMPUS**

**FACULTY**

**FULL-TIME FACULTY**

**Philip Afghani, D.C.**

Assistant Professor  
University of North Florida, B.S., 2004; Palmer College of  
Chiropractic, D.C., 2008.

**Medhat Alattar, M.B.B.Ch., M.S., D.C.**

Professor  
Ain Shams University, M.B.B.Ch., 1980; Life University,  
D.C., 1987, M.S., 1995.

**Whitney Amos McNary, D.C.**

Associate Professor  
The Ohio State University, B.S., 2009; Palmer College of  
Chiropractic, D.C., 2013.

**Alejandro Aponte, D.C., CCSP**

Associate Professor  
Universidad Interamericana de Puerto Rico, B.S., 2006;  
Palmer College of Chiropractic, Port Orange, Florida, D.C.,  
2010.

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Port Orange, Florida, D.C., 2013.



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Montclair University, B.S., 1983; Life Chiropractic College, D.C., 1987.

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University of North Florida, B.S., 1998; Life University, D.C., 2002.

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Michigan State University, B.S. and D.V.M, 2002; Life University, D.C., 2012.

**Kristin Gulliver, D.C.**

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University of South Florida, B.S., 2004; Palmer College of Chiropractic Florida, D.C., 2008.

**Jacob Harden, D.C.**

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The University of Texas, B.S., YEAR; Palmer College of Chiropractic Florida, D.C., 2014.

**Shawn He, M.D., M.S.**

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Shanghai Second Medical University, M.D., 1983; National University of Singapore, M.S., 1999.

**Jesse Hodges, M.S., D.C.**

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University of Louisiana-Lafayette, B.S., 2008; Northwestern State University, M.S., 2011; Palmer College of Chiropractic Florida, D.C., 2013.

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Palmer College of Chiropractic, B.S., D.C., 1997.

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University of Nebraska, B.S., 1996; University of Bridgeport,  
M.S., 2018; Palmer College of Chiropractic, D.C., 2001;  
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Northern Michigan University, B.S., 2003; Palmer College of  
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Daytona State College, B.S., 2017; Palmer College of  
Chiropractic, D.C., 2020.

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Chiropractic, D.C., 1984; New York Chiropractic College,  
M.S., 2014.

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2002; Palmer College of Chiropractic Florida, D.C., 2007;  
University of Arts & Sciences Montserrat, M.D., 2010.

**Mark Murdock, D.C., R.N.**

Professor  
Florida Southern College, B.S., 1993; Palmer College of  
Chiropractic, D.C., 1996; Polk Community College, R.N.,  
2005.

**Sean Norkus, D.C.**

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Flagler College, B.A., 2004; Palmer College of Chiropractic  
Florida, D.C., 2011.

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College, D.C., 2014.,

**E.A. Pappagallo, D.C.**

Associate Professor  
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University, B.A., 2004.

**Carol Prevost, D.C.**

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University of Massachusetts, B.S., 1985; Palmer College of  
Chiropractic, D.C., 1992; Palmer College of Chiropractic,  
Diplomate, Chiropractic Pediatrics, 2000.

**Jason Qualls, D.C., CCSP**

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University of Kentucky, B.S., 2001; Cleveland Chiropractic  
College, D.C., 2007.

**Ali Rabatsky, M.S., Ph.D.**

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Stetson University, B.S., 1996; University of Central Florida,  
M.S., 2002; University of Louisiana-Lafayette, Ph.D., 2007.

**James Randazzo, D.C.**

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University of the State of New York, B.S., 1991; Life  
University, D.C., 1994.

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Chiropractic Florida, D.C., 2006.

**Kathy Shaw, Ph.D., D.C.**

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University of Prince Edward Island, B.S., 1989; University of  
New Brunswick, M.Sc.E., 1993; University of Florida, Ph.D.,  
2000; Palmer College of Chiropractic Florida, D.C., 2006.

**Trevor Shaw, D.C., DACRB, CSCS**

Associate Professor  
Springfield College, B.S. 2005; Palmer College of  
Chiropractic Florida, D.C., 2010; American Board of  
Chiropractic Rehabilitation Diplomate, 2018.

**Michael Shreeve, D.C.**

Professor  
Palmer College of Chiropractic, D.C., 1974; University of the  
State of New York, B.S., 1997; Palmer Institute for  
Professional Advancement, LCP., Chiropractic Philosophy,  
2002.

**Luis Vera, D.C.**

Associate Professor  
Rutgers University, B.A., 1999; New York Chiropractic  
College, D.C., 2003; Diplomate, Electrodiagnosis, 2005;  
Diplomate, Neurology, 2010.

**Amanda Vozar, D.C.**

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Chiropractic, D.C., 2013.

**Niu Zhang, M.D., M.S.**

Professor  
Shanghai Second Medical University, M.D., 1983; National  
University of Singapore, M.S., 2001.

## PART TIME FACULTY

**Dennis Acquaro, D.C.**

Part-Time Faculty  
Palmer College of Chiropractic, D.C., 1965.

**Jennifer Allen, D.C.**

Part-Time Faculty  
Logan College of Chiropractic, D.C., 2006.

**Beatrice Borges, D.C., DACNB**

Part-Time Faculty  
Palmer College of Chiropractic, D.C., 1987; Diplomate of the  
American Chiropractic Neurology Board.

**John Humbert, D.C.**

Part-Time Faculty  
Florida State University, B.S., 2006; Palmer College of  
Chiropractic Florida, D.C., 2010.

**Paige Lynch, D.C.**

Part-Time Faculty  
University of Rhode Island, B.S., 2016; Palmer College of  
Chiropractic Florida, D.C., 2020.

**Angela Moore, D.C., DACBSP**

Part-Time Faculty  
University of Arkansas, B.S., 2005; Palmer College of  
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Board of Chiropractic Sports Physicians, 2018.

**Manuel Soto-Garcia, D.C., DIBCN, BCN**

Part-Time Faculty  
Midwestern State University, B.S.E.P, 2016; Palmer College  
of Chiropractic Florida, 2020; Diplomate of the International  
Academy of Chiropractic Neurology, 2021; Board Certified in  
Neurofeedback, 2022.

**Christopher Ristuccia, D.C., DIBCN, CSCS**

Part-Time Faculty  
Florida State University, B.S., 2013; Palmer College of  
Chiropractic Florida, D.C., 2018; Diplomate of the  
International Board of Clinical Neurology, 2018.

# UNDERGRADUATE STUDIES – MAIN CAMPUS

## DEGREES AND CERTIFICATION

The College's Department of Undergraduate Studies offers curricula leading to the Bachelor of Science (B.S.) completion degree in General Science. All undergraduate courses are taught on Palmer College of Chiropractic's Davenport, Iowa, campus.

## PAYMENT OF ACCOUNTS

The College reserves the right to modify or change requirements, rules, tuition and fees. Such modifications or changes shall be effective without notice whenever it is determined appropriate by the College. The College has established all tuition, fees and bookkeeping procedures on an academic-term basis. Tuition, fees and other charges are due and payable on the tenth day of classes.

## FINANCIAL ASSISTANCE

Financial assistance is provided through the College Financial Planning Office. The basic premise of federally funded financial aid programs is that since the student will be the primary beneficiary of the education, he or she is expected to contribute to the cost of the education from assets, earnings and other financial resources. Financial aid is intended to be a supplement to the student's contribution. Financial Planning provides access to available grant and loan programs and student debt counseling. Financial Planning is located on the third floor of the Campus Center on the Main Campus and can be reached at 563- 884-5740 or 800-722-2586, ext. 4.

## ACADEMIC POLICIES

Undergraduate studies policies are described within the Academic Policies section of this catalog or online in the Palmer College Policies Handbook at:

[www.palmer.edu/HandbookPolicies](http://www.palmer.edu/HandbookPolicies).

## BACHELOR OF SCIENCE DEGREE PROGRAM

### OVERVIEW

A Bachelor of Science (B.S.) completion degree in General Science from Palmer College is offered only at the Main Campus through dual credits earned in the D.C. curriculum to students with 90 hours of qualified undergraduate credits

while enrolled in the Doctor of Chiropractic degree program. The Bachelor of Science completion degree is accredited by the Higher Learning Commission (HLC).

## BACHELOR OF SCIENCE PROGRAM PURPOSE STATEMENT

The College's Bachelor of Science Degree program is dedicated to building a firm foundation on which to meet the challenges of a career in the field of chiropractic. This curriculum is designed to complement and enhance the doctor of chiropractic program, while providing students with an education committed to preparing lifelong learners.

## HISTORY

The Bachelor of Science Degree program began as the Division of Liberal Arts in 1962, designed to accommodate the rising requirements for two years of prerequisite courses completed for licensure by various states. In 1965, Palmer Junior College was formed to provide for the expansion of educational opportunities on the College's main campus. The first candidates to receive B.S. degrees from Palmer College of Chiropractic were at the June, 1966 graduation exercises. From the fall of 1975 to 1983, a cooperative program was held between St. Ambrose University and Palmer College of Chiropractic. The B.S. degree was accredited with the North Central Association of Colleges and Schools in 1983. Starting with the matriculating class in October, 1983, Palmer College of Chiropractic again instituted its own B.S. degree program, which continues today.

## B.S. PROGRAM REQUIREMENTS

Palmer College offers a Bachelor of Science Completion degree in General Science to those students who qualify and apply. The B.S. degree requires that students complete a minimum of 90 credit hours leading toward a bachelor's degree outside of the doctor of chiropractic curriculum. The remaining 30 hours are achieved through dual credit earned in the first year of the Doctor of Chiropractic Program (DCP). Of the 90 prerequisite hours, a minimum of 30 undergraduate credits must be completed at an institution accredited by an agency recognized by the U.S. Department of Education prior to applying for enrollment into the B.S. completion degree.

Undergraduate courses are offered on the College's Main Campus to meet credit requirements for the bachelor's degree. This degree is conferred simultaneously with, but independently from, the doctoral degree in chiropractic. The bachelor's degree can be awarded concurrently with the Doctor of Chiropractic Degree Program or up to one year prior to or after completion of the D.C. program. The minimum program requirements are 120 total credit hours:

- 30 credit hours are achieved through dual credit earned in the first year of the DCP.
- 30 credit hours must be 300/400 (junior/senior) level courses.
- 60 credit hours maximum may be 100/200 (freshman/sophomore) level courses.
- Other program information:
- No grade below a "C" (2.00 on a 4.00 scale) will be accepted toward the B.S. degree.
- Up to 15 credit hours may be granted from course work in vocational/technical programs (transferable as freshman/sophomore level courses).
- Up to 20 credit hours of CLEP (College Level Examination Program) may be granted (transferable as freshman/sophomore level courses).

The minimum distribution requirements of subjects by credit hours are as follows:

- Life and Physical Sciences: 24 credit hours (includes biology, chemistry, physics, mathematics, geology, astronomy and nutrition)
- Humanities: 6 credit hours (includes literature, history, philosophy, art, theater, music, religion and physical education)
- Social Sciences: 9 credit hours (includes psychology, sociology, political science, business, economics, geography, anthropology and computer science)
- Communication and Languages: 9 credit hours (includes classical languages, foreign languages, English, communication and speech communication)
- Mathematics: 3 credits hours (includes Algebra, Physics, Statistics, Math for statistics, Applied Math and Calculus)

Undergraduate courses which do not fall into the categories listed above will be classified at the discretion of the Undergraduate Program Oversight Committee. Undergraduate courses at the junior/senior level are offered on the Main Campus on the same trimester system as the doctor of chiropractic courses. These courses are taught by Palmer faculty and staff, and are structured to complement the doctor

of chiropractic class schedule. Registration for bachelor's degree courses is held during the same time as registration for doctor of chiropractic courses.

## SELECTION OF CANDIDATES

To enroll in the Bachelor of Science completion degree in General Science, eligible applicants must have attained the following:

1. Enrolled in the doctor of chiropractic degree program;  
OR
2. Completed a minimum 45 undergraduate credits from an institution accredited by an agency recognized by the U.S. Department of Education with a cumulative grade point average of 2.25 on a 4.00 scale and applied to the D.C. degree program.

## APPLICATION PROCEDURE

Each of the following forms must be completed and fees paid to the College's Student Administrative Services Office:

1. Application for Admission
  - Pay \$150 fee (\$100 evaluation fee and \$50 application fee);
  - Complete application for official acceptance as a candidate for the B.S. degree program; and
  - Attach official copies of transcripts to the application.

Admittance is approved by the Undergraduate Program Oversight Committee. To ensure concurrent graduation, it is strongly recommended that application to the B.S. degree program is completed prior to the start of the fourth trimester of the D.C. program.

2. Intent to Graduate
  - Pay \$100 graduation and records fee.
  - Complete Intent to Graduate form for final approval of the B.S. degree.
  - To ensure concurrent graduation, the Intent to Graduate form must be completed no later than the end of ninth trimester of the D.C. program.

(Note: Students are allowed one year after their D.C. graduation to complete all B.S. requirements.)

## TUITION AND FEES

For relevant tuition and fees see the tuition and fees section of this catalog or [www.palmer.edu/tuition](http://www.palmer.edu/tuition) for the most up-to-date information.

## **ACADEMIC LOAD**

A full-time load for the B.S. degree courses is 12 credits. Students with a credit load between six and 11 credit hours are considered half time, while students with a credit load of fewer than six credits are considered part-time.

## **FINAL ACADEMIC APPROVAL**

Students receiving the B.S. degree must complete all forms and pay all fees (evaluation, application and intent to graduate) prior to entering tenth trimester, or up to one year following their D.C. graduation, to be approved for the D.C. degree by the College Registrar and be approved for the B.S. degree by the Undergraduate Program Oversight Committee.



## COURSE DESCRIPTIONS KEY

ANAT	Anatomy
BIOL	Biology
BUSI	Business
CHEM	Chemistry
COMM	Communications
HUMA	Humanities
KINE	Kinesiology
MATH	Mathematics
PSYC	Psychology
SOCI	Social Services

## ELECTIVES – BACHELOR OF SCIENCE DEGREE

Course#	Course	Credit Hours
ANAT22200	Anatomy and Physiology	8.0
ANAT22201	Introduction to Neurology	3.0
ANAT31310	Functional Primate Anatomy	3.0
BUSI31305	Principles of Management	3.0
BUSI31310	Small Business Management	3.0
BUSI31325	Legal Aspects of Health Service Administration	3.0
BUSI31330	Entrepreneurial Finance	3.0
BUSI31335	Practical Economics for Business	3.0
BUSI31341	Business Ethics	3.0
BUSI31350	Risk Management	3.0
CHEM22200	Chemistry - Health Professionals	4.0
COMM31320	Business and Professional Communication	3.0
COMM31325	Advanced Communications for Professionals	3.0
COMM31330	Organizational Communication	3.0
COMM31336	Health Communication	3.0
HUMA31310	History of Health Sciences	3.0
HUMA31320	Care and Prevention of Athletic Injuries	3.0
HUMA31330	Health Issues and the Environment	3.0
HUMA31335	Political Issues and Human Health	3.0
KINE31310	Kinesiology – Study of Human Movement	3.0
KINE31315	Exercise Science	3.0
MATH11110	Introduction to Statistics	3.0
PSYC31304	Psychology of Personality	3.0
PSYC31305	Introduction to Marriage and Family	3.0
PSYC31306	Psychology of Human Sexuality	3.0
PSYC31308	Learning and Memory	3.0
PSYC31310	Psychology of Wellness, Living and Balance	3.0
PSYC31325	Attitudes Toward Death & Dying	3.0
PSYC31345	Social Psychology	3.0
SOCI31316	Health and Diversity	3.0

## **COURSE DESCRIPTIONS**

### **ANAT22200 Anatomy and Physiology**

8 credits

This course provides an introduction to human anatomy and physiology, focusing on the organization of the body from the level of the cell up to the level of the human organism as an integrated unit. Topics in this lecture and lab course include the structure and function of cells, tissues, and systems of the body as well as fluid, electrolyte and acid-base balance.

### **ANAT22201 Introduction to Neurology**

3 credits

This course provides an overview of the human nervous system, focusing on the structure and function of the central and peripheral nervous systems. This lecture course will also include an introduction to the special senses and the development of the nervous system.

### **ANAT31310 Functional Primate Anatomy**

3 credits

Prerequisite: Anatomy & Physiology

This course is designed to compare and contrast the anatomy of humans and other primates, focusing on the functional morphology of the features covered.

### **BUSI31305 Principles of Management**

3 credits

Prerequisite: None

This course will examine current management theories. Subjects covered include development of American management, motivation, leadership, effectiveness, diagnosing the environment, power, decision-making and change.

### **BUSI31310 Small Business Management**

3 credits

Prerequisite: College-level communications course recommended.

This course will address starting, marketing and managing a small business, with emphasis on the chiropractic office. A major focus will be on how to develop a business plan and use it as a guideline to run the business.

### **BUSI31325 Legal Aspects of Health Service Administration**

3 credits

Prerequisite: None

This course is designed to identify and examine those major areas of law that influence the operation of healthcare

facilities. Basic legal relationships, terminology and distinctions between solo, associate, group and partnership practice will be emphasized. The growing importance of risk management in health care organizations will be discussed.

### **BUSI31330 Entrepreneurial Finance**

3 credits

Prerequisite: None

This comprehensive finance course covers topics such as basic economic concepts, financial management and planning, financial statement analysis, forecasting, working capital management and profitability analysis. This course is designed to provide students with a broad understanding of financial concepts while allowing for hands-on analysis. Students should leave the course with an ability to apply course material in financial analysis.

### **BUSI31335 Practical Economics for Business**

3 credits

Prerequisite: None

This course explores economic issues affecting the business owner. Course discussion will begin with an overview of macro- and micro-economic principles and a framework for understanding economics as it relates to the world economy in general, and the place of the small business in the economic environment. The format of the class will be interactive and participatory.

### **BUSI31341 Business Ethics**

3 credits

Prerequisite: None

This course addresses ethical decision-making in business situations, including ethical principles, a framework for understanding ethical decision making, and organizational culture, relationships and conflicts related to ethical situations. The format of the class will be interactive and participatory.

### **BUSI31350 Risk Management**

3 credits

Prerequisite: None

This course will examine management of risk in a small business environment including identifying, assessing and taking action to mitigate or avoid risk. Insurance, legal, and financial aspects will be addressed; however, the focus will be on examining the transfer of risk through insurance and the study of insurance concepts pertinent to a health care professional in a small business setting.

### **BUSI31355 Principles of Marketing**

3 credits

Prerequisite: College-level communications course recommended.

This course focuses on customer behavior, product, channels of distribution, promotion and pricing, with emphasis on a culturally diverse environment. The objective of this course is to take a practical, managerial approach to marketing. It gives the student a comprehensive, innovative, managerial and practical introduction to marketing. Principles of Marketing provides in-depth exposure to practical examples and applications about managerial decisions. These include the trade-off between the organization's objectives and resources against needs and opportunities in the marketplace.

### **CHEM22200 Chemistry - Health Professionals**

4 credits

This course, through lecture and lab, explores fundamental concepts relevant to the study of the health sciences. It includes topics in general, organic, and biological chemistry.

### **COMM31320 Business and Professional Communication**

3 credits

Prerequisite: College-level communications course.

This course is designed to emphasize effective business and professional communication at the individual and corporate levels. This course will use an interactive, audience-centered approach to focus on written and oral communication. In this course, students will enhance their written communication by creating several different professional documents including resumes, cover letters, business letters/memos, and designing a website. Students will interact with each other to develop oral communication skills by conducting interviews, providing objective feedback and giving an oral presentation.

### **COMM31325 Advanced Communications for Professionals**

3 Credits

Prerequisite: College-level communications course.

This course covers principles and practices of communication in business and professional settings. It builds on basic communication principles through the application of course material in negotiation, conflict management, persuasion, presentation skills, how to include research in communications with an emphasis on personal presentations, case studies and role play.

### **COMM31330 Organizational Communication**

3 credits

Prerequisite: College-level communications course.

This course studies organization theory, group communication, work relationships, team building, leadership

theory, ethics and gender, as well as the impact of technology on communication. Students will study the theoretical background for organizational communication and apply these theoretical concepts to practical applications, using case studies, interactive exercises and presentations.

### **COMM31336 Health Communication**

3 credits

Prerequisite: College-level communications course.

This interactive course will explore various approaches and theories of health communication. The course will emphasize best practices and challenges in health communication. Common health concerns experienced in the general population will be used to focus health communication messages. Students will explore various methods of motivating patients to improve health through behavioral change. Students will demonstrate the ability to deliver appropriate, focused, evidence-based health information.

### **HUMA31310 History of Health Sciences**

3 credits

Prerequisite: College level communications course recommended.

An overview of the history of healing arts from ancient to modern times will be covered. A special emphasis is placed on proliferation of the healing professions in the United States and Europe between 1865-1920.

### **HUMA31320 Care and Prevention of Athletic Injuries**

3 credits

Prerequisites: Anatomy and Physiology or consent of instructor.

This course will introduce students to the basics of athletic injuries and care, including prevention, recognition and evaluation, management/treatment and disposition, with the introduction to rehabilitation, emergency care, protective devices and decision-making for referrals.

### **HUMA31330 Health Issues and Environment**

3 credits

Prerequisite: College-level communications course recommended.

This course addresses the relationship between human beings and their environment, the impact that relationship has on one's health, and individual and community roles in the promotion of environmental health.

### **HUMA31335 Political Issues and Human Health**

3 credits

Prerequisite: College-level communications course recommended.

This course presents a study of selected controversial political issues that have consequences on human health. We are often confronted in the media, in our community, and in our personal lives with problems that impact human health. The purpose of this course is to introduce the student to a number of contemporary topics in order to illustrate how one might address these controversies. As is always the case in complex human affairs, there are no easy answers to many of the dilemmas investigated. Often, reality is not simply black or white, but is colored by an infinite number of subtle shades of gray. Therefore, when confronted by differing opinions and points of view, it is necessary to develop the ability to comprehend, evaluate and make decisions in the face of uncertainty. The use of such “critical thinking skills” can have a profound impact upon one’s life in terms of academic, professional and personal success.

### **KINE31310 Kinesiology-Study of Human Movement**

3 credits

Prerequisite: Anatomy & Physiology or consent of instructor.

This course deals with the study of muscles as they are involved in the science of athletic movement. Students will understand the relationship between muscles, joints, bones and nerves during movement. Students will study the mechanical principles of human movements as related to functional anatomy.

### **KINE31315 Exercise Science**

3 credits

Prerequisite: Anatomy & Physiology

This course introduces the student to the field of exercise science and covers aspects of human anatomy and physiology, nutrition, human performance, and strength training and conditioning. Additionally, the course includes basic components of exercise program design, training and assessment. The completeness of the course provides essential foundational and practical knowledge should a student choose to pursue and qualify for external certification through organizations including, but not limited to, the National Academy of Sports Medicine and/or the National Strength and Conditioning Association.

### **MATH11110 Introduction to Statistics**

3 credits

The focus of this introductory statistics course is to develop students’ statistical thinking, reasoning, and literacy. Presentation of fundamental statistical concepts and methods emphasize students’ understanding of the fundamental principles of data collection and analysis to draw sound statistical and research conclusions from real world data. Students will learn basic statistical terminology, organization of data, measures of central tendency and dispersion, application of statistical techniques, and the ethics of working with collected data.

### **PSYC31304 Psychology of Personality**

3 credits

Prerequisite: General Psychology

This course is an in-depth study of concepts related to personality development, description, assessment and special problems. It will cover such topics as methods in the study of personality types, traits and interactions, needs and motives, inheritance, evolution and personality, biological process and personality, psychoanalytic structure and process, anxiety, defense and self-protection, ego psychology, psychosocial theories, conditioning theories, social-cognitive learning theories, humanistic psychology, personal constructs, and contemporary cognitive views.

### **PSYC31305 Introduction to Marriage and Family**

3 credits

Prerequisite: General Psychology

This course prepares students to look systemically at family functioning. It will outline ways to approach the diversity of family dynamics, family levels of functioning and lifestyles, and the many common threads shared by family members through the life cycle. This course will stress strengths within the various levels of family functioning rather than on levels of pathology.

### **PSYC31306 Psychology of Human Sexuality**

3 credits

Prerequisite: General Psychology

This course will study the dynamics of human sexuality. Emphasis is given to the physiological, psychological and social aspects of sexuality, including various problems associated with the interpersonal role of sexuality.

### **PSYC31308 Learning and Memory**

3 credits

Prerequisite: General Psychology

This interactive discussion-based course explores the neurological and structural aspects of human learning with application to daily experience and chiropractic practice. Class discussion explores strategies and exercises for enhancing learning and memory, provides numerous examples and emphasizes meaningful learning. The course focuses on learner-centered active construction of knowledge. Embedded within theories of learning are models of human memory. The course will explore memory function and dysfunction.

### **PSYC31310 The Psychology of Wellness: Living in Balance**

3 credits

Prerequisite: General Psychology

This course will examine integrative and intercultural concepts

of wellness. Through the process of studying various perspectives and components of wellness, students will construct a wellness model that can be the framework of their daily experience and chiropractic practices. This course will include social and psychological perspectives on why individuals may choose lifestyle practices and behaviors that support being ill as opposed to well. Designed for students with an introductory background in psychology, the course explores and emphasizes meaningful learning. Students will gain a better understanding of their own wellness choices and practices.

### **PSYC31325 Attitudes Towards Death and Dying**

3 credits

Prerequisite: General Psychology

This course will examine the many different aspects, attitudes and experiences associated with the process of death and dying. Students will study what is death, what are the current attitudes concerning death in different cultures, and the practices surrounding death and mourning. They will identify personal and professional resources necessary for coping with the loss of a significant person. They will also examine the grief process in children, how age affects grief and the subsequent experiences, suicide and self-destructive behaviors, and the commercial death market. The final goal will be to view death as a part of living and to realize its power as a stimulus for living.

### **PSYC31345 Social Psychology**

3 credits

Prerequisite: General Psychology

Social psychology is the scientific study of how people's thoughts, feelings and behaviors are influenced by other people. This course will explore important social influences that impact all of us in ways we may not be aware of. Through relevant practical application, students will better understand their own behavior and the behavior of others.

### **SOCI31316 Health and Diversity**

3 credits

Prerequisite: College-level communications course recommended.

This course will explore the difference between diverse populations and how those differences impact health and health care. It examines common health conditions prevalent in various populations and explores contributing factors of these health disparities and inequalities. The student will develop culturally-sensitive health materials.

## PUBLIC INFORMATION

Detailed College information regarding the governance, educational programs, admissions and attendance requirements, tuition and refund policies, facilities and learning resources, and the mailing address and telephone number for the Council on Chiropractic Education and the Higher Learning Commission may be found either in this Palmer College of Chiropractic Catalog, the College Student Handbook or at [www.palmer.edu](http://www.palmer.edu).

### CONTACT INFORMATION

The Doctor of Chiropractic Degree Program at Palmer College of Chiropractic's Main Campus in Davenport Iowa and Florida Campus in Port Orange, Florida; are awarded programmatic accreditation by The Council on Chiropractic Education, 10105 Via Linda, Suite 103 PMB 3642, Scottsdale, AZ 85258. Telephone: 480-443-8877, website: <http://www.cce-usa.org>.

The College's campuses are accredited by the Higher Learning Commission.

Palmer College of Chiropractic's Florida Campus is licensed by the Commission for Independent Education, Florida Department of Education. Additional information regarding this institution may be obtained by contacting the Commission at 325 West Gaines Street, Suite 1414, Tallahassee, FL 32399-0400, or the toll-free telephone number 888-224-6684.

Contact information for Palmer College of Chiropractic is located on page 1.



# INDEX

## A

About Palmer.....	21	Course Cancellation Policy.....	57
The Campuses.....	21	Program Cancellation.....	57
Campus Visits.....	21	Attendance.....	57
Research.....	21	Military Active-Duty Notification.....	58
Facilities.....	22	Withdrawal From The College.....	59
Clinics.....	22	Re-Admission.....	59
Libraries.....	22	Examination Statement/Guidelines.....	60
Center For Teaching And Learning.....	22	Examination Schedule Conflicts.....	60
Museum And Osteological Collections.....	23	Academic Integrity.....	60
Housing.....	23	Posting Of Academic Performance	
Palmer Florida Campus.....	23	Information—Ferpa.....	60
Trimester Academic Calendar-Main Campus		College Honors.....	61
and Florida Campus.....	25	Graduation.....	61
Quarter Academic Calendar-Florida Campus.....	27	Graduation Requirements.....	61
Academic Policies.....	52	Graduation Honors.....	62
Preregistration.....	52	Academic Excellence Award.....	62
Grading System.....	52	Additional Graduation Honors.....	62
Course Remediation.....	53	Diploma Presentation.....	63
Restrictions.....	53	Academic Programs.....	28
Credit By Examination.....	53	Doctor of Chiropractic Degree Program	
Grade Changes.....	54	Mission Statement.....	28
Grade Point Average.....	54	Doctor of Chiropractic Degree Program.....	28
Grade Reports.....	54	Selection of Candidates.....	28
Add/Drop Courses.....	54	Licensure Requirements.....	28
Definition Of A Credit Hour.....	54	Technical, Academic and Professional Standards.....	29
Course Prerequisites And Maintenance.....	54	Job Classification Code.....	30
Academic Progress.....	55	National Board Examinations.....	30
Academic Credit Load.....	55	NBCE Pass Rates.....	30
Length Of Time Allowed To Complete		Chiropractic Degree Requirements.....	30
Academic Course Of Study.....	55	Clinic Capstone Programs.....	30
Academic Standing.....	55	Additional Academic Degree.....	31
Academic Warning.....	55	Administration.....	106
Academic Probation.....	56	College Administration.....	106
Restricted Course Load.....	56	College Management.....	106
Academic Management.....	56	Main Campus Administration.....	107
Academic Suspension.....	56	Florida Campus Administration.....	108
Academic Dismissal.....	56	Main Campus Faculty.....	109
Course Audit.....	56	Florida Campus Faculty.....	113
Non-Degree Students.....	57	Admission Procedures.....	48
Clinic Procedures.....	57	Acceptance Levels.....	48
Clinical Competency Assessments.....	57	Application Procedures.....	58

<b>B</b>	
Board of Trustees.....	105

<b>D</b>	
Disclaimers, Disclosures and Acknowledgments.....	12
No Guarantee of Licensure.....	12
Institutional Information Disclosure.....	12
State Compliant Process Policy .....	12
Student Compliant Resolution Process .....	12
Consumer Information.....	13
Informational Purposes .....	13
No Legal Advice Intended.....	13
Compliance with College Regulations.....	13
Compliance with Laws .....	13
Legal Immigration Status .....	13
Links to Non-Palmer Websites.....	14
State Authorization For Out-Of-State Preceptorships/ Field Training and Other Operations .....	14
Doctor of Chiropractic Degree Core Curriculum.....	64
Competencies and Skills for the Chiropractic Graduate.....	64
The Palmer Chiropractic Abilities .....	64
Trimester Curriculum Davenport and Florida Campus.....	66
Course Descriptions .....	70
Quarter Curriculum-Florida Campus.....	81
Course Descriptions .....	85

Doctor of Chiropractic Degree	
Admission Requirements.....	45
For Prospective Students with an Undergraduate Degree.....	45
For Prospective Students Currently Pursuing or Planning on Undergraduate Education.....	45
Credit by Examinations .....	45
Military Credit.....	45
Articulation Agreements.....	46
3+1 Program.....	46
B.S. Agreement .....	46
Prerequisite Education.....	46
Technical, Academic and Professional Standards .....	46

<b>E</b>	
Entering the Profession .....	103
Palmer CareerNetwork.....	103
Employment Prospects .....	103
Continuing Education.....	103

Alumni Network.....	103
Advancement Office .....	103
Professional Organizations.....	104
Transcript of Record .....	104

<b>F</b>	
Financial Aid/Scholarships.....	39
Federal Financial Aid .....	39
Federal Financial Aid Programs- Undergraduate Students Only .....	41
Satisfactory Academic Progress (SAP).....	42
Satisfactory Academic Progress Eligibility Criteria.....	42
Academic Standing.....	42
Treatment of Course Withdrawals, Incompletes, Repeated Courses And Electives .....	42
Satisfactory Academic Progress Statuses.....	43
Satisfactory Academic Progress Appeals.....	43
Special Circumstances .....	43
Notification.....	44
Students' Financial Aid/Scholarship Responsibilities .....	44
Employment.....	44
Transfer Students.....	44
Veterans' Benefits.....	44
Veterans' Refund Policy .....	44

<b>G</b>	
General Information .....	8
Chiropractic .....	8
Identity Statement.....	8
Chiropractic Pillars .....	8
Mission .....	8
Vision .....	8
Values .....	8
Philosophy Statement.....	9
Practice Paradigm.....	9
The Palmer Educational Principles.....	9
The Five Strategic Directions of the College .....	10
Institutional Policies.....	10
Accreditation/Licensure .....	10
Approvals.....	10
College Financial Information.....	10

<b>H</b>	
History of Palmer College of Chiropractic .....	16

<b>I</b>			
International Students .....	49		
<b>M</b>			
Maps .....	24		
Main Campus Area Map .....	24		
Florida Campus Area Map .....	24		
<b>N</b>			
Notice of Nondiscrimination .....	15		
Reporting Discrimination or Harassment .....	15		
Reporting Sex Discrimination, Sexual Harassment, Sexual Violence or Any Other Sexual Misconduct .....	15		
<b>P</b>			
Public Information .....	125		
Contact Information .....	125		
<b>S</b>			
Student Affairs .....	18		
Campus Stores .....	18		
Extracurricular Activities .....	18		
Palmer Alert Notification System .....	18		
Palmer Center for Business Development .....	18		
Student Academic Support Services .....	18		
Student Disability Support Center .....	18		
Student Handbook .....	20		
Student Health .....	20		
Student Orientation .....	20		
Student Portals .....	20		
Student Services .....	20		
Wireless Computer Access .....	20		
Student Code of Ethics .....	100		
Preamble .....	100		
Purpose .....	100		
Reservation of Rights Regarding this Code .....	100		
Jurisdiction of the Student Code of Ethics .....	100		
Non-Compliance .....	100		
Additional Consequences for Non-Compliance .....	100		
Internal Administrative Process .....	101		
When Proceedings May Occur .....	101		
Cooperation with Law Enforcement .....	101		
Legal Determinations .....	101		
Special Considerations for Charges of Violation of Law .....	101		
			Inquiries .....
			102
<b>T</b>			
Transfer Students .....	50		
Domestic Transfers .....	50		
International Transfers .....	50		
Advanced Standing .....	50		
Transfer Student and Advanced Standing Criteria ...	50		
Transferring Between Palmer Campuses .....	51		
Transferability of Credits .....	51		
Undergraduate Studies Programs .....	51		
Tuition and Fees .....	32		
Tuition Delinquency and Deferment .....	32		
Student Billing Accounts .....	33		
Financial Aid .....	33		
Tuition Refunds .....	34		
Post-withdrawal Disbursements .....	35		
Withdrawals .....	35		
Unofficial Withdrawals .....	36		
Dropping Courses Refund Policy .....	36		
Title IV Default Rates .....	36		
Tuition and Fees .....	36		
Estimated Cost of Books and Equipment per Academic Term .....	38		
Checks .....	38		
Library Fines .....	38		
Fines and Charges .....	38		
<b>U</b>			
Undergraduate Studies - Main Campus .....	117		
Degrees and Certification .....	117		
Payment of Accounts .....	117		
Financial Assistance .....	117		
Academic Policies .....	117		
Bachelor of Science Degree Program .....	117		
Course Descriptions .....	121		
<b>W</b>			
Welcome .....	7		



# PALMER

## College of Chiropractic

*The Trusted Leader in Chiropractic Education®*

### **MAIN CAMPUS**

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