CATALOG

SHERMAN COLLEGE
FALL 2026

The Sherman College Catalog is provided in order to serve prospective students, students, faculty and staff members as a reference explaining the college mission, curriculum and a number of the college's policies and procedures that pertain particularly to students. This Catalog is subject to change as new and more efficient policies, procedures and/ or curriculum revisions are adopted. It does not serve as a contract, but as a source of information to interested parties and students.

Suggestions are welcome and may be submitted in writing to the Office of Admission.

Reservation of Rights and Notice of Non-Discrimination

Sherman College of Chiropractic reserves the right, without notice, to modify the requirements for admission or graduation; to change the arrangements or content of courses, the instructional materials used, the tuition and other fees; 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 the student to do so. The college also reserves the same right as to any other material in this application and the Catalog. It is the duty of the student to inquire as to whether any change has been made. Sherman College of Chiropractic offers equal opportunity to all persons without regard to race, sex, age, creed, color, national origin, religion, marital status, disability or other protected classes. This applies to all Sherman College policies and programs.

If you have any questions, please contact:

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CALENDAR

Winter Quarter 2026

Jan. 5	Faculty Development / Orientation
Jan. 6	Quarter Begins
Jan. 9	Last day to drop/add
Jan. 17 – 18	National Board Exams on Campus
Jan. 19	Martin Luther King Holiday
Jan. 30	Entrance/Exit Exams
Feb. 9 – 13	Midterm Exams
Feb. 20	Last day to withdraw from a class w/ W
Feb. 21 – 22	National Board Exams on Campus
Feb. 23 – 24	Advisement / Online Registration Begins
Mar. 13	Last day of class
Mar. 16 – 20	Final Exams
Mar. 21 – 22	National Board Exams on Campus
Mar. 21	Graduation Date
Mar. 22 – 29	Spring Break

Spring Quarter 2026

Mar. 30	Faculty Development / Orientation
Mar. 31	Quarter Begins
Apr. 3	Last day to drop/add
Apr. 18 – 19	National Board Exams on Campus
Apr. 24	Entrance/Exit Exams
Apr. 30 – May 2	Lyceum + IRAPS
May 6 – 12	Midterm Exams
May 15	Last day to withdraw from a class w/ W
May 18 – 19	Advisement / Online Registration Begins
May 25	Memorial Day Holiday
June 5	Last day of class
June 8 – 12	Final Exams
June 13 – 14	National Board Exams on Campus
June 13	Graduation Ceremony
June 14 – July 5	Summer Break
June 19	Juneteenth

Summer Quarter 2026

July 6	Faculty Development / Orientation
July 7	Quarter Begins
July 10	Last day to drop/add
July 18 – 19	National Board Exams on Campus
July 31	Entrance/Exit Exams
Aug. 10 – 14	Midterm Exams
Aug. 15 – 16	National Board Exams on Campus
Aug. 21	Last day to withdraw from a class w/ W
Aug. 24 – 25	Advisement / Online Registration Begins
Sept. 7	Labor Day Holiday
Sept. 11	Last day of class
Sept. 14 – 18	Final Exams
Sept. 19	Graduation Date
Sept. 19 – 20	National Board Exams on Campus
Sept. 20 – 27	Fall Break

Fall Quarter 2026

Sept. 28	Faculty Development / Orientation
Sept. 29	Quarter Begins
Oct. 2	Last day to drop/add
Oct. 17 – 18	National Board Exams on Campus
Oct. 23	Entrance/Exit Exams
Nov. 2 – 6	Midterm Exams
Nov. 11	Veterans Day Holiday
Nov. 13	Last day to withdraw from a class w/ W
Nov. 16 – 17	Advisement / Online Registration Begins
Nov. 25 – 27	Thanksgiving Holiday
Dec. 4	Last day of class
Dec. 7 – 11	Final Exams
Dec. 12	Graduation Ceremony
Dec. 13 – Jan. 3	Winter Break

Winter Quarter 2027

Jan. 4	Faculty Development / Orientation
Jan. 5	Quarter Begins
Jan. 8	Last day to drop/add
Jan. 16 – 17	National Board Exams on Campus
Jan. 18	Martin Luther King Holiday
Jan. 29	Entrance/Exit Exams
Feb. 8 – 12	Midterm Exams
Feb. 19	Last day to withdraw from a class w/ W
Feb. 20 – 21	National Board Exams on Campus
Feb. 22 – 23	Advisement / Online Registration Begins
Mar. 12	Last day of class
Mar. 15 – 19	Final Exams
Mar. 20 – 21	National Board Exams on Campus
Mar. 20	Graduation Date
Mar. 21 – 28	Spring Break

Spring Quarter 2027

Mar. 29	Faculty Development / Orientation
Mar. 30	Quarter Begins
Apr. 2	Last day to drop/add
Apr. 17 – 18	National Board Exams on Campus
Apr. 23	Entrance/Exit Exams
Apr. 29 – May 1	Lyceum + IRAPS
May 5 – 11	Midterm Exams
May 14	Last day to withdraw from a class w/ W
May 15 – 16	National Board Exams on Campus
May 17 – 18	Advisement / Online Registration Begins
May 31	Memorial Day Holiday
June 4	Last day of class
June 7 – 11	Final Exams
June TBA	National Board Exams on Campus
June 12	Graduation Ceremony
June 13 – July 5	Summer Break
June 18	Juneteenth (observed)
June 19 – 20	National Board Exams on Campus

Summer 2027

July 6	Faculty Development / Orientation
July 7	Quarter Begins
July 9	Last day to drop/add
July 17 – 18	National Board Exams on Campus
July 30	Entrance/Exit Exams
Aug. 9 – 13	Midterm Exams
Aug. 20	Last day to withdraw from a class w/ W
Aug. 21 – 22	National Board Exams on Campus
Aug. 23 – 24	Advisement / Online Registration Begins
Sept. 6	Labor Day Holiday
Sept. 10	Last day of class
Sept. 13 – 17	Final Exams
Sept. 18	Graduation Date
Sept. 18 – 19	National Board Exams on Campus
Sept. 19 – 26	Fall Break

Fall Quarter 2027

Sept. 27	Faculty Development / Orientation
Sept. 28	Quarter Begins
Oct. 1	Last day to drop/add
Oct. 16 – 17	National Board Exams on Campus
Oct. 22	Entrance/Exit Exams
Nov. 1 – 5	Midterm Exams
Nov. 11	Veterans Day Holiday
Nov. 12	Last day to withdraw from a class w/ W
Nov. 13 – 14	National Board Exams on Campus
Nov. 15 – 16	Advisement / Online Registration Begins
Nov. 24 – 26	Thanksgiving Holiday
Dec. 3	Last day of class
Dec. 6 – 10	Final Exams
Dec. 11	Graduation Ceremony
Dec. 12 – Jan. 2	Winter Break

ACCREDITATION

The doctor of chiropractic degree program at Sherman College of Chiropractic is awarded programmatic accreditation by The Council on Chiropractic Education, 10105 E. Via Linda, Suite 103-3462, Scottsdale, AZ, 85258, Phone: (480) 443-8877, Website: www.cce-usa.org.

Sherman College of Chiropractic is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award the doctor of chiropractic degree. Sherman College of Chiropractic also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Sherman College of Chiropractic may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

Sherman College of Chiropractic maintains accreditation for its commitment to vertebral subluxation through the International Agency for Chiropractic Evaluation (IACE). Contact the International Agency for Chiropractic Evaluation at 1835 Ebenezer Road, Rock Hill, SC 29732 or call 803-366-8100. Policies regarding complaints may be obtained from the IACE Executive Office.

Sherman College is listed as an institution of higher learning in the U.S. Directory of Higher Education. Licensed by the South Carolina Commission on Higher Education, 1122 Lady Street, Suite 400, Columbia, SC 29201, Telephone (803) 737-2260, www.che.sc.gov. Licensure indicates only that minimum standards have been met; it is not an endorsement or guarantee of quality. Licensure is not equivalent to or synonymous with accreditation by an accrediting agency recognized by the U.S. Department of Education.

APPROVALS

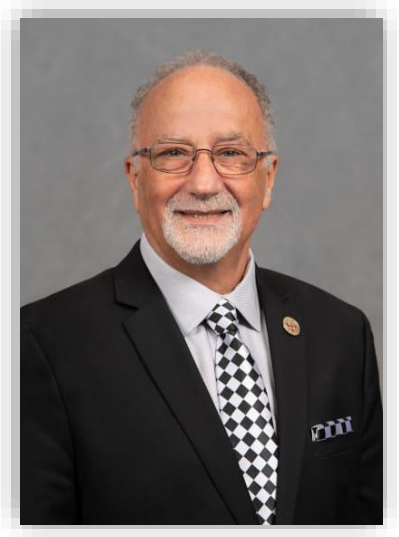
The United States Immigration and Naturalization Service has approved Sherman College for attendance by foreign students. The Veterans Administration state approving agency has approved Sherman College for veteran's benefits. The United States government has approved Sherman College for participation in the Guaranteed/Federally Insured Student Loan program.

PROGRAM STUDENT LEARNING OUTCOMES

1	**Clinical Reasoning** Sherman graduates will effectively gather and interpret patient data; generate and test hypotheses; and evaluate diagnostic strategies.	1A	Compile a case-appropriate history that evaluates the patient's health status, including a history of any present illness; systems review; and review of past, family and psychosocial histories for the purpose of constructing a differential diagnosis and directing clinical decision-making.
		1B	Evaluate the necessity and availability of external health records.
		1C	Perform case-appropriate examinations that include evaluations of body regions and organ systems, including the spine and any subluxation/segmental dysfunction, that assist in developing the diagnosis/es.
		1D	Perform and interpret diagnostic studies, inclusive of imaging, clinical laboratory, and specialized testing procedures based on clinical needs and refer to other providers for consultations when appropriate.
		1E	Formulate an evidence-informed diagnosis/es supported by information gathered from the history, examination, diagnostic studies, and relevant scientific literature to inform patient care.
2	**Case Management** Sherman graduates will develop, implement, and monitor patient care plans that include specific healthcare goals and prognoses.	2A	Evaluate scientific literature to strengthen evidence-informed practices in patient management.
		2B	Create a management plan appropriate to the diagnosis/es, the patient's health status, obstacles to improvement, specific goals, and prognoses while incorporating patient values and expectations of care.
		2C	Evaluate the clinical indications and rationale for selecting chiropractic adjustment or other appropriate forms of active or passive modalities supporting the goals of care.
		2D	Recommend necessary changes in patient behavior and activities of daily living.
		2E	Evaluate the need for emergency care, referral and/or collaborative care.
		2F	Recommend information sources to patients of risks, benefits, natural history and alternatives to care regarding the proposed management plan.
		2G	Demonstrate proper procedures to obtain informed consent.
		2H	Evaluate patient progress and adapt management plans based on newly available clinical information.
		2I	Assess the point of a patient's maximum improvement and release the patient from care or determine rationales for any ongoing care.
3	**Health Promotion** Sherman graduates will identify health issues in diverse populations and recognize the impact of both internal and external factors on general health.	3A	Analyze the importance of primary, secondary and tertiary prevention in population health, including health promotion, disease prevention and screening.
		3B	Evaluate the major causes and trends in chronic disease, comorbidity and mortality, including those for patients from diverse backgrounds and from underrepresented communities.
		3C	Evaluate the significance of social determinants and the impact of health care disparities within diverse populations.
		3D	Implement proper reporting responsibilities regarding public health risks and issues.
4	**Communication** Sherman graduates will effectively utilize oral, written and nonverbal communication for a wide range of healthcare-related activities.	4A	Demonstrate effective, accurate and appropriate communication with patients and other health care professionals.
		4B	Create and maintain accurate, appropriate and legible records.
		4C	Apply the appropriate regulatory standards and responsibilities to patient and business records.
5	**Ethics** Sherman graduates will comply with the law and behave ethically.	5A	Apply ethical principles and boundaries.
		5B	Apply applicable health care laws and regulations.
		5C	Demonstrate professional conduct as a doctor of chiropractic.
6	**Cultural Competency** Sherman graduates will develop the knowledge, skills, and core professional attributes needed to provide care to patients with diverse values, beliefs, and behaviors.	6A	Critically evaluate and address biases and social determinants of health that may impact the delivery of care to a diverse population.
		6B	Evaluate the role of sociocultural, socioeconomic and diversity factors in contemporary society to meet the healthcare needs of persons, groups and populations.
7	**Adjusting** Sherman graduates will evaluate the need for and perform appropriate chiropractic adjustments.	7A	Appraise normal and abnormal structural, neurological and functional articular relationships.
		7B	Research the clinical indications and rationale for selecting a particular chiropractic adjustment.
		7C	Differentiate, based on clinical indications and risk factors, the appropriateness of delivering chiropractic adjustment.
		7D	Demonstrate the knowledge, mechanical principles, and psychomotor skills necessary to safely perform chiropractic adjustment.
		7E	Evaluate the patient outcome(s) of the chiropractic adjustment.
8	**Interprofessional Behaviors** Sherman graduates will effectively function as part of an inter- professional healthcare team to provide patient-centered care.	8A	Demonstrate leadership in fostering a collaborative environment with other health professionals, integrating mutual respect and shared values to prioritize patient-centered care in inter-professional healthcare delivery.
		8B	Evaluate and synthesize various models of inter-professional care, organizational, and administrative structures, along with their decision-making processes, to determine their effectiveness in different healthcare contexts.
		8C	Distinguish the specific roles and responsibilities of each member of the healthcare team and analyze their contributions to the overall effectiveness of patient care.
		8D	Formulate a plan to collaborate with health team members to clarify each member's responsibility in executing components of a management plan or public health intervention.

9	**Philosophy** Sherman graduates will explain the relationships between the ADIO worldview, metaphysics, vitalism and the 33 principles, as well as the salutogenic benefits of chiropractic care and paradigm 3 practice.	9A	Analyze and critically evaluate the connections between the ADIO worldview, metaphysics, vitalism and the 33 principles.
		9B	Formulate an argument for the salutogenic benefits of chiropractic care and paradigm 3 practice.
		9C	Construct an effective communication to describe the salutogenic benefits of chiropractic care to affect practice metrics.
10	**Business** Sherman graduates will effectively demonstrate the skills necessary to plan, build and manage a financially successful chiropractic practice.	10A	Develop short-term, mid-term and long-term goals that articulate a professional vision, integrating strategic planning techniques and identifying the requisite resources for success.
		10B	Create the financial planning documents necessary for a successful chiropractic practice that eliminates debt and builds wealth.
		10C	Critically evaluate business challenges associated with chiropractic practice and formulate sound contemporary solutions.
		10D	Appraise the entrepreneurial quality of chiropractic practice.
11	**Basic Sciences** Sherman students will demonstrate a comprehensive understanding of the fundamentals of human biology, health and diseases as they relate to chiropractic practice	11A	Analyze and describe the structure and function of the human body at the macroscopic and microscopic levels.
		11B	Apply principles of biochemistry to explain cellular processes and metabolic pathways relevant to health and disease.
		11C	Evaluate the physiological mechanisms underlying movement, posture and neurological function, and relate these mechanisms to chiropractic assessment and treatment strategies.
		11D	Identify common pathological conditions affecting the human body and discuss their etiology, pathophysiology, clinical manifestations and implications for chiropractic care.
		11E	Identify various microorganisms, and understand the principles of host-microbe interactions, innate and adaptive immune responses, and immunological mechanisms of diseases.

A Message from the President



Jack Bourla, D.C., A.C.P.
President

There is no greater honor than to be entrusted with helping to shape the lives of individuals and a profession. Such is the honor of being president of Sherman College of Chiropractic.

In 1973, Drs. Thom and Betty Gelardi set out to change the world through chiropractic education. They had a dream to honor the tenets, philosophy, and principles of chiropractic and, despite many odds working against them, they opened an institution of higher learning, naming it after their mentor, Dr. Lyle Sherman.

Fifty years later, I find myself in a position to further their dream of educating young minds, while never sacrificing their desires to keep chiropractic, chiropractic.

Sherman College of Chiropractic is unique in that our mission clearly states what we stand for and what we do. We educate and prepare students to become doctors of chiropractic who focus on the objective analysis and specific adjustment of vertebral subluxation.

We utilize novel teaching approaches that actively require our students and faculty to partner together to create a relevant learning experience. We have support systems in place that provide our students with a safe place to learn. We incorporate some of the latest technologies for learning and experiencing chiropractic education that leads to new ideas and concepts being engrained into our students' DNA.

We have established a culture of cooperation, collaboration, and support for the individual and the college. We recognize that in order to move the profession forward, we must unite under the admonishment of "Guarding The Sacred Trust." We take this admonishment very seriously and are dedicated to making sure that the future of chiropractic remains unsullied, unadulterated and unmixed. This is Dr. Gelardi's wish and our purpose.

We encourage the use of the latest technology to enhance the student experience. These tools enable our clinical and research personnel to objectively characterize the presence and character of vertebral subluxations. We use learning strategies that engage the students into active learning. We provide philosophy classes to ensure that the tenets of what makes chiropractic unique and distinct are learned and incorporated into every aspect of our curriculum. We encourage our faculty, staff and students to strive to make Sherman the utopia of chiropractic B. J. Palmer described in Ralph Stephenson's *Chiropractic Text Book, Volume XIV*.

We have many goals on campus, two of which are refining our "Obsessed with Student Success" and "Obsessed with Employee Success" programs. Each program seeks to provide the optimal opportunities that will ultimately lead to our achieving the most nurturing and solid experience imaginable. We care about our people to the point where we are obsessed with their happiness and recognize their passion so that they may better serve others.

We carefully and regularly visit each contributing department at the college for areas of improvement. To do so, we frequently perform surveys asking for input from the stakeholders. This input has resulted in unification of purpose that leads to astounding productivity and cooperation. We listen to our people, and we seek their contributions in order to be more effective and efficient.

We value our alumni and see ways to involve them in our campus life. From CE to mentorship to Lyceum and IRAPS, we position Sherman as an ever-increasing resource. Alumni offer our campus and students a level of engagement that can catapult our graduates into accelerated success, and we value these relationships tremendously.

Our facilities are ever improving. With the somewhat recent completion of the Gelardi building, we now look to use that modern building for local public engagement. It serves as a beacon of hope and goodness to the community and by entrenching ourselves in service to the community, we anticipate more interest in donor involvement.

It is with certainty that we provide a chiropractic education that ensures our mission will remain strong for many generations to come. We have in place the commitment of our staff and faculty to keep Dr. Thom and Betty Gelardi's dream intact – because it is the right thing to do.

Join the Sherman family in whatever capacity you see fit. We welcome you with open arms and are grateful for your contribution.

THE FOUNDING OF SHERMAN COLLEGE

In the mind of Thom Gelardi, the founder of Sherman College, the chiropractic profession had a need. Helping to meet that need became his dream. Gelardi, a doctor of chiropractic, sensed the necessity for an institution that, within an academically and intellectually stimulating environment, remained fully consistent with the goals and objectives of his profession. In founding Sherman College, Gelardi sought to protect and advance the philosophy of chiropractic as being vertebral subluxation centered; he envisioned an environment where chiropractic could be studied, advanced, taught and then shared worldwide for the ultimate good of humanity. Sherman College carries on that purpose today.

Thom Gelardi, D.C.
Founder

In 1973, with the establishment of Sherman College of Chiropractic, Dr. Gelardi's dream to fill chiropractic's need began to be realized. Sherman College of Chiropractic was the first chiropractic college established in the Southeastern United States and was chartered by the state of South Carolina on January 11, 1973. The first class entered Sherman College on October 1 of that year.

A private, non-profit institution, Sherman College's goal is simple: to prepare its students, as fully qualified primary health care providers, to assume and discharge their chiropractic responsibilities both to their patients and to society.

To that end, Sherman College has assembled a distinguished faculty of highly qualified, highly skilled professionals. It includes respected doctors of chiropractic and basic scientists from throughout the United States and the world...men and women whose dedication to the growth and development of chiropractic is unrivaled.

Sherman College offers the doctor of chiropractic program, which provides students a fresh perspective on life and natural good health. Consisting of basic and clinical science programs, it affords students not only an opportunity to learn and practice the necessary chiropractic skills and health care procedures but also the chance to broaden themselves personally to meet the challenges of the future.

The college is named in honor of the late Dr. Lyle W. Sherman, a pioneer in the development of modern chiropractic and one-time assistant director of the B.J. Palmer Chiropractic Research Clinic in Davenport, Iowa. Dr. Sherman's commitment to humanity and to advancing the art of chiropractic was frequently recognized by his peers.

Among his many honors was selection as International Chiropractor of the Year in 1955. He served as chairman of Sherman College's Board of Trustees from 1973 until his death in 1977.

THE SHERMAN DIFFERENCE

Is Sherman College of Chiropractic really different from the others? You bet we are, and we are proud of it!
A Sherman education gives students a distinct advantage. Students learn to perform the duties of a primary care chiropractic provider from a modern-day health care perspective with an appreciation for vitalist principles – mainly that the body is a self-regulated, self-healing organism.

At Sherman College, chiropractic care is more than just symptom relief. It is about helping people of all ages – from infancy to active senior living – to enjoy better health under chiropractic care.

College Mission

Our mission at Sherman College of Chiropractic is to provide exceptional preparation for the location, analysis and specific adjustment of vertebral subluxation. This mission is based upon the college's core values and is delivered through activities in the areas of education, research, and service:

Education

Students are taught and learn from the most current knowledge and understanding of the philosophy of chiropractic, in the basic and clinical sciences, the research and science of vertebral subluxation and in the clinical practice of chiropractic so they may perform the professional obligations of a doctor of chiropractic with competency, compassion and integrity.

Research

Faculty members engage in research and scholarly activities that contribute to the body of pedagogical and clinical knowledge which advances chiropractic education and the chiropractic profession.

Service

The college serves the profession by offering continuing education programs to doctors of chiropractic and by participating in professional and educational organizations. The college serves the community by providing quality chiropractic care and partnering with community organizations.

Governance

The mission is accomplished by meeting institutional ENDS and MEANS policies (see policy governance documents).

Core Values

1. Integrity and ethical conduct are critical to all aspects of college operations and to maintaining professional relationships with constituents including students, patients, employees, the profession and the public.

2. The health needs of patients are supreme and central to the doctor of chiropractic program and critical to establishing trust between doctor and patient.

3. The clinical practice of chiropractic focuses on the location, analysis and correction of vertebral subluxation.

4. The college honors its long-held traditions that teach respect for the innate intelligence of the body and the inseparable and synergistic nature of the philosophy, science, and art of chiropractic.

5. The college community actively seeks and promotes advanced learning and exploration of ideas relative to the college mission in an environment of respect and academic freedom.

INSTITUTIONAL GOALS

1. To develop and maintain an accredited professional degree program and the physical plant, faculty, staff and administration capable of fulfilling the mission of the institution.

2. To prepare students to qualify for chiropractic licensure in U.S. licensing jurisdictions.

3. To teach the philosophy, science, and art of chiropractic by following our Teaching Principles.

4. Developing in all students the knowledge, skills, and sense of responsibility to prepare them to serve humanity as primary health care providers who specialize in the location, analysis, and correction of vertebral subluxation.

5. Establishing the well-being of the patient as the foundation for all considerations, policies, and decisions.

6. Educating students in the relationship of the philosophy of chiropractic to the contemporary practice of chiropractic.

7. Teaching and further developing the science and art of locating, analyzing and correcting vertebral subluxations.

8. Pursuing scientific research concerning the characteristics of the location, analysis and correction of vertebral subluxations, and the characteristics and improvement of chiropractic education.

9. Offering a diversified education in the basic sciences to provide students with an understanding of the science of chiropractic and its relationship to human physiology and health.

10. Emphasizing the importance of communications as a tool by which to inform individual patients and communities about chiropractic care and healthy lifestyle choices.

11. Instilling in students a sense of dedication and responsibility to a high ethical standard of practice toward patients, colleagues, and the community.

12. Teaching practice management and office procedures applicable to the development of a successful practice.

13. Offering continuing education programs for field practitioners.

14. Accepting and fulfilling all the responsibilities of serving the student, the profession, and the public in accordance with the college mission and accreditation standards.

15. Conducting and supporting activities in service to the profession and community.

WHAT IS CHIROPRACTIC?

Central to chiropractic is the vertebral subluxation, a condition in which a vertebra becomes slightly misaligned and disturbs nerve function. The practice of chiropractic includes the location, analyze and correction of vertebral subluxations.

Chiropractic recognizes that the body possesses a unique internal wisdom that continually strives to maintain a state of health within the body. This wisdom is innate, instinctive. This innate intelligence works to maintain normal heart rate, blood pressure and adrenaline production; this same intelligence directs our bodily functions to continuously adapt to an ever-changing environment.

Maintaining health depends upon the body's natural ability to continually adapt to changes in its internal and external environment. Ensuring this capability is one of nature's most remarkable communication networks: the nerve system.

The body's innate intelligence sends mental impulses from the brain to each of the body's more than 100 trillion cells, coordinating their activities for the common purpose of adaptation and health. At the same time, each part of the body sends information concerning its internal and external environment to the brain. These impulses are transmitted to and from the brain by way of the nerves passing through the spine.

Vertebrae in the spine can, and on occasion do, become subluxated, interfering with the body's communication process. A vertebral subluxation causes messages, transmitted over nerves, to become garbled or modified, rendering the body's response to the environment inadequate.

Chiropractic makes its contribution to health by identifying, analyzing, and correcting subluxated vertebrae. The doctor of chiropractic eliminates this particular kind of interference to the body's innate striving to maintain its own health.
Chiropractic's concern is with vertebral subluxation and its influence on health and health maintenance. Its aim is to ensure that the nerve system is functioning without interference from subluxation.

Chiropractic education involves the study of philosophy, science, and art:

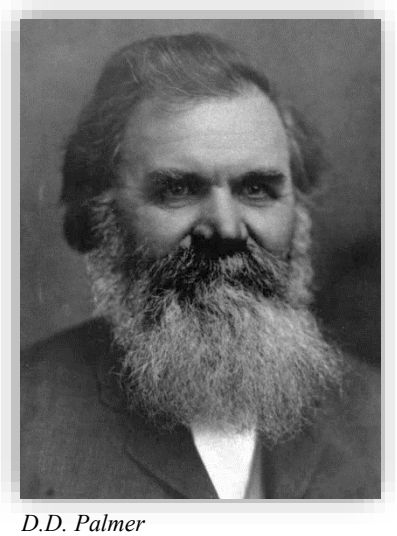
- Philosophy considers the fundamental nature of existence of human beings and of their interaction with the environment. Chiropractic recognizes that the body possesses a unique internal wisdom that continually strives to maintain a state of health. This wisdom is innate, inherent. The innate intelligence works to maintain homeostasis as it coordinates bodily functions to continuously adapt to ever-changing internal and external environments and maintain a state of wellness.

- Chiropractic science deals with human biology – especially the relationship between the spinal segments and the nerve system, and the effect this relationship has on the body's innate striving to express and maintain its own health. This relationship between structure and function is the applied science of chiropractic, which focuses on the inherent ability of the body to heal without the use of drugs or surgery. Chiropractic's concern is with vertebral subluxation and its influence on health and health maintenance. Its aim is to ensure that the nerve system is functioning without interference from subluxation.

- Chiropractic art is the expression of its philosophy and is concerned with locating and correcting vertebral subluxations. To fulfill the role of a primary health care provider, the clinical training includes taking a case history, physical examination, spinal examination, x-ray studies, the interpretation of specialized imaging studies, diagnosis, patient report of findings, determining a plan of care and the safe application of adjustive technique. Ultimately, chiropractic is concerned with improving the expression of life and health while the doctor of chiropractic functions as a member of a patient's health care team through referral and co-management.

CHIROPRACTIC HERITAGE

One day in 1878, while working in a stooped, cramped position, Harvey Lillard felt something "pop" in his neck. A few days later his hearing was gone. Seventeen years passed in silence. Then, on September 18, 1895, Harvey Lillard related his story to Daniel David Palmer, a magnetic healer who practiced in Davenport, Iowa, in the Ryan Building where Lillard was a janitor.



D.D. Palmer

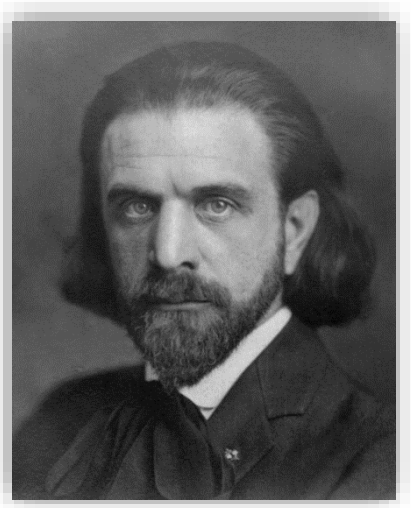
Palmer examined the janitor's spine and discovered a bump in the area where Lillard said he had felt the pop. Reasoning that this bump was the result of one of the spinal column's 26 vertebrae being out of line, Palmer persuaded Lillard to let him try to restore it to its normal position.

He applied a force to the bump. There was another pop, and the bump was gone. In a few days, Lillard' s hearing was restored. In the process, chiropractic was born.

Chiropractic is a relatively new health care profession — just over 100 years old. Although the profession is young, many of its vitalist principles date back thousands of years. Ancient Egyptians and Greeks, while possessing little knowledge of the internal structure of the human body, were aware of the body's continual striving to heal itself. During the Renaissance, men of learning put forth theories that spoke of "vital forces" within the body that organized its resistance to disease. The "vital force" they spoke of is what chiropractors refer to as the body's innate intelligence.

It was Daniel David Palmer who, in 1895, discovered the relationship among the vital forces, the nerve system, the vertebrae and the expression of health. He reasoned that an innate intelligence continuously strives to maintain the body's organization. He also realized that this innate intelligence utilizes the nerve system to assemble and transmit the information necessary to ensure the proper function of the various parts of the body.

Palmer further reasoned that a vertebra that was even slightly misaligned could cause pressure on the spinal cord or small spinal nerves. This misalignment and interference, called a vertebral subluxation, modifies the impulses carried by the nerves and this, in turn, modifies bodily function. In such a state, the body is less able to function, maintain its own health, and ultimately to express life.



B. J. Palmer

After adjusting a subluxated vertebra for the first time, Palmer witnessed the restoration of spinal integrity, a dramatic change in his patient's health and the birth of a profession.

Chiropractic grew rapidly under the guidance of Palmer's son, B.J., who transformed the profession into an advanced science and a well-developed art. His goal was to be able to objectively locate and analyze vertebral subluxation and to verify the changes that occurred both when vertebrae became subluxated and when the vertebral subluxation was corrected.

Today, chiropractic has evolved into a highly developed science and art which deals not with disease, but with vertebral subluxation and its effect on the body's natural striving toward health. Chiropractic, as a primary health care profession, recognizes and respects the body's innate striving to maintain its own health and has developed sophisticated techniques for correcting vertebral subluxation, a major interference to that striving. Chiropractic views health as more than the absence of disease. It is optimum life expression on every level.

The Chiropractic Oath

I shall diligently engage in creative activities which will enrich my philosophical understanding and enhance my artistic ability, further enabling me to fulfill my responsibilities as a chiropractor.

In doing this, I will take into consideration my patients, my colleagues and myself. I will serve my fellow human beings with an attitude of humility, honored with the opportunity to be instrumental in the correction of vertebral subluxations. My best service will be available to all, regardless of their cultural, racial or religious background.

To all this I pledge myself, knowing these ideals are prescribed by the dictates of reason and the love for humankind.

Chiropractic – Your Career, Your Future

There are many professions from which to choose when contemplating a career, but few are more rewarding and fulfilling than chiropractic. Once you have made the decision to study at Sherman College of Chiropractic, you can be assured that your future will be as dynamic and vital as the expression of life itself.

Chiropractic is a career that puts you in charge of your own future. It is a relatively young profession that abounds in opportunities. Educator, researcher, lecturer, and private or associate practitioner are but some of the directions in which your chiropractic career may lead you.

No matter which professional avenue you choose to follow, your work in chiropractic will influence the lives of others in a positive way. Furthermore, the personal satisfaction that you'll receive from helping individuals achieve a healthier, more fulfilling life is something that words alone cannot describe.

Perhaps the greatest gifts one person can give others are an awareness of their potential and the help necessary to realize it. As a chiropractor, you will teach your patients and community about the human potential for physical, mental, social and spiritual well-being. You will teach that health is not due to accident or luck, but is the expression of a natural, intentional striving within the body. You will also teach basic health principles that help identify lifestyles and activities that enhance the expression of the body's innate wisdom.

When you choose a career in chiropractic, you take command of your future, while expressing your concern and compassion for humanity.

LOCATION

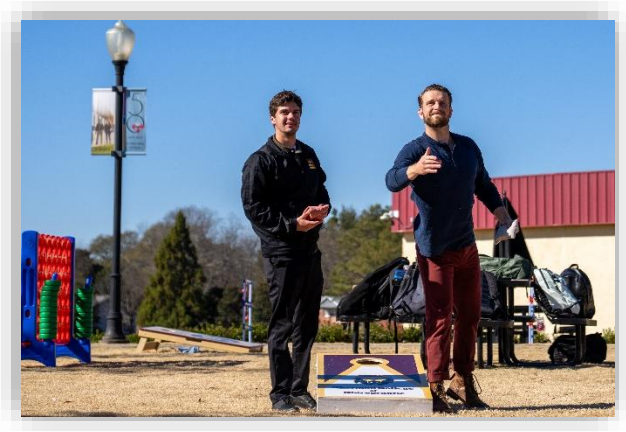
Sherman College is located in Spartanburg, South Carolina, named the fourth largest county in the state by population. OneSpartanburgInc.com calls it a growing area with a variety of shops, eateries, and public art around every corner. We call it home. Spartanburg is not only one of the most beautiful places in the country to live, but it is also one of the most affordable — with a cost of living at 15.4 percent below the national average according to BestPlaces.

Spartanburg is also known as "College Town," as it is home to seven different colleges. In fact, Spartanburg has the highest per capita student population of any major city in the state, and it is a hotbed of student activity, from social events to athletics to cultural opportunities, community service projects and more. Spartanburg is a great place to study and grow in.

The college's 80-acre campus is ideally located at the foothills of the Blue Ridge Mountains. Amid magnolias and maples, the residents of Spartanburg enjoy a mild year-round climate with four distinct seasons. Lakes for water sports and trails for hiking are accessible in almost any direction. Recreational activities are sponsored throughout the year by the City Recreation Department, the YMCA Family Center, and Croft State Park.

Exciting art and entertainment events in the area include everything from ballet to concerts by nationally acclaimed musicians. Cultural attractions include the Spartanburg Symphony, the Spartanburg County Museum of Art, the Ballet Guild, the Spartanburg Little Theatre, and the Spartanburg Memorial Auditorium. The Spartanburg Downtown Cultural District, with a concentration of cultural facilities, activities, and assets, was approved by the City of Spartanburg and the South Carolina Arts Commission in 2015.

Spartanburg is also a thriving city full of opportunity. Home to nearly 50 corporate headquarters, Spartanburg is growing into one of the leading metropolitan areas in the country. The headquarters and research center for the world's largest privately held company, Milliken, Inc., are located here. BMW also maintains its North American headquarters here. Known as "The Crossroads of the New South," Spartanburg is the hub of a modern highway system. I-85 (North/South), I-26 (East/West) and three U.S. highways make Spartanburg easily accessible to major metropolitan areas by car and bus.



Spartanburg is served by several major airlines, five radio stations, four television networks, cable television, many beautiful public libraries and shopping centers.

A VISIT TO THE CAMPUS

Visiting the campus is the only way to experience first-hand the special spirit and uniqueness of Sherman College and the beauty of the Upstate of South Carolina. Prospective students and their families are strongly urged to visit the campus, where students and faculty always welcome them.

While you are here, tour the campus with a student, attend a class, meet with admissions and financial aid, meet with a member of the executive administrative team and have lunch in the café. Experience the dedication, enthusiasm and sense of purpose that pervades the college. Campus visits are offered Tuesdays and

Fridays at 10:00 a.m. Campus visits should be scheduled at least 24 hours in advance by using the online registration form on the website.

FACILITIES

Scallon Building

The newly renovated Mack and Kitty Scallon Building houses the vice president's offices for academic affairs and student affairs. State of the art classrooms, the anatomy and computer lab and faculty and staff offices are spread throughout the building. Enrollment services, financial aid and the registrar are conveniently located in the One Stop Shop.

Computer Lab

The Computer Lab houses 48 networked computers and provides access to the Internet and a variety of general content and chiropractic-related software. Faculty and students may utilize a variety of websites such as OCLC FirstSearch and THE LANCET for learning enhancement and research. Students also use Microsoft Office Suite to prepare papers and multimedia presentations. Software titles, such as EZ-Biz, MedTerm, Virtual Viewboxes, ADAM Practice Practical, The Dissectible Human and MANTIS, offer students an opportunity to obtain additional information to extend classroom learning.

Students may also use computers and individual e-mail accounts, provided by the college, to communicate with family and friends around the world. The center also provides a variety of seminars and learning experiences to assist students, faculty and staff in enhancing their information literacy skills. Seminars are hands-on and offered in small groups or on a one-to-one basis.

Olsen Building

The Theron and Selma Olsen Building houses the president's and executive vice president's offices, as well as campus leaders from the Offices of Institutional Advancement, Marketing and Communications and Human Resources. The area behind the building has been leveled and graded for general use as a sports and recreation field, providing students with additional opportunities to pursue organized and social athletic activities and special events.

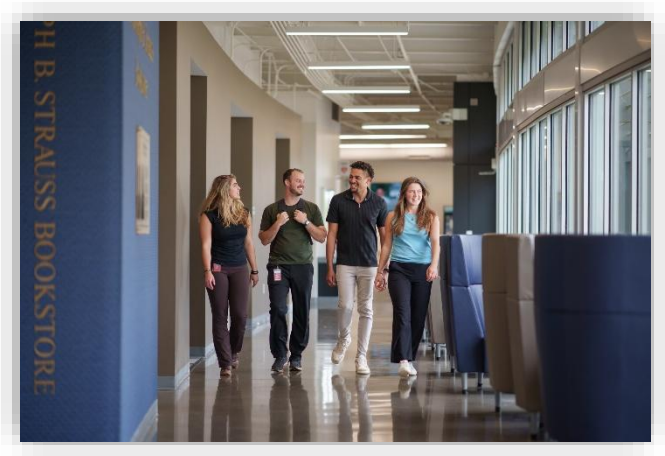
E.C. Taylor Building (Chiropractic Center)

The Sherman College Chiropractic Center, located in the E.C. Taylor Building, includes 28 spacious patient care rooms, as well as a Student Chiropractic Center, equipped with modern chiropractic analytical and adjusting equipment, to serve the educational needs of the students, and provide the community with quality chiropractic care.

The Taylor Building also houses comprehensive digital x-ray facilities to compliment patient care and where students can enhance their knowledge of x-ray interpretation. Other areas of the building include a spacious intern lounge, private consultation rooms and staff offices.

Brown House and Museum

The Brown House and Museum serves as a museum for the college's rare books and historical chiropractic holdings and is known as the historic residence of Gordon Brown, D.C., and the late Mrs. Helen McPike Brown, dedicated supporters and friends of Sherman College. The Browns contributed generously to Sherman College in many ways over the years, and in 1999, they donated the proceeds from the sale of their home in Sedona, AZ, to the college. Dedicated during Lyceum 2001, the Brown House and Museum includes a large area for meetings and receptions.



Thom and Betty Gelardi Student Center

The Gelardi Student Center underscores Sherman College's focus on student success and includes a library, bookstore, campus café, large meeting spaces, student study suites, lounge areas and more. Aside from its clear purpose of serving Sherman College students, the Gelardi Student Center is also designed to serve the local community. The Gelardi Student Center is named in honor of Dr. Thom Gelardi, who founded Sherman College in 1973, and his wife, Dr. Betty Gelardi, a member of the college's first graduating class.

Tom and Mae Bahan Library

The Tom and Mae Bahan Library, located in the Gelardi Student Center, is a specialized health sciences library and resource center. Materials for the biological and clinical sciences, as well as chiropractic-related and business-related subjects, are available. Supplemental materials for courses are also in the collection. The library provides two study rooms for individual study or tutoring.

The library offers access to online research databases, such as the Index to Chiropractic Literature and PubMed, as well as anatomy databases such as Visible Body and Draw It to Know It Neuroanatomy. The library also has access to a variety of full text periodicals through DISCUS, Ovid, Ebsco and ScienceDirect. eBooks for many of the library's reserves and NBCE collection are available through Ovid and R2 Digital Library. The Bahan Library has an extensive collection of the "Green Books" (history and philosophy of chiropractic) in rare first editions as well as reprints. Inter-library loan services are available through OCLC and Docline.

The Tom and Mae Bahan Library is a member of the American Library Association, the Medical Library Association, the Chiropractic Library Consortium, LYRASIS, and the South Carolina Library Association.

Dr. Joseph B. Strauss Bookstore

The Dr. Joseph B. Strauss Bookstore is located in the Gelardi Student Center and is open Monday through Friday from 8 a.m. - 12 p.m. and 1 p.m. – 4:30 p.m. The bookstore can be accessed online at https://www.sherman.edu/bookstore/. In addition to required texts, school supplies and collegiate apparel, the bookstore offers a variety of leisure reading materials and gift items for sale. The bookstore also offers a mail order service for chiropractors ordering equipment, charts, books and other items needed in practice.

Café

The café is located in the Gelardi Student Center. AVI and Market C provide fresh sandwiches, wraps, fruits, vegetables, and salad coupled with endless choices of snacks, ice cream, an enormous cold beverage lineup plus innovative coffee options. Students and employees can conveniently grab their lunch and go or enjoy their food in the indoor/outdoor dining areas.

Basic Science Laboratories

Basic science laboratories in anatomy, microbiology, physiology, and pathology help students understand, in more detail, the development, structure and function of body systems. They make full use of detailed models and interactive multimedia to instill a sense of exploration and independence in the learning experience of the student. The anatomy laboratory has a fully integrated state-of-the-art digital video system to allow both direct and remote interactive learning from laboratory prosections. The physiology laboratories make use of research equipment that allows a sophisticated scrutiny of human body function. Diagnosis laboratories are designed to assist the student in developing the skills necessary to examine patients and integrate the findings into a clinical impression. The student is exposed to standard assay methodologies to complement course material.

Clinical Science Laboratories

Chiropractic technique labs utilize various training aids to assist students in developing the coordination and psychomotor dexterity necessary for mastery of the adjustive process. Models of the human torso, complete with spines, are also available in labs for students to practice adjustive setups and thrusts.

The college uses digital radiography, which has many advantages that are all but impossible with traditional film and view boxes. With digital radiography, students and case doctors can view and detect anomalies in dark or light areas of the film; highlight certain structures; enhance cortical outlines; change image brightness and magnify the image. Other benefits of digital imaging include increased image quality; no lost or damaged images; reduction of repeat x-rays (reducing the amount of radiation to the patient); no film or chemicals used; no processor maintenance or darkroom needed; no need for film filing envelopes or physical storage space. Students are taught both digital and traditional film x-ray processing.

Radiology labs provide students with the opportunity to view thousands of x-rays. This vast collection of digital files and films allows students to practice analysis and diagnostic skills in the Multimedia Resource Center with rare and unusual cases not frequently seen in chiropractic settings. The use of radiology web sites is encouraged to expand the knowledge base of the students in this important aspect of chiropractic practice. Three complete x-ray labs allow students to practice the hands-on skills necessary for taking chiropractic x-rays.

Diagnostic labs emphasize the use of standard equipment in the field. Otoscope and ophthalmoscope instruction is enhanced by practice in the lab. Fifty sets of diagnostic equipment are available for student use through the library. Cardiovascular monitoring devices, neurological tools and goniometry devices are available for student use in the labs.

PUBLICATIONS

Sherman College publishes several focused newsletters directed at specific college constituencies, including the alumni magazine and the electronic newsletter *Sherman Shares*. The Office of Marketing and Communications produces a variety of materials designed to provide public relations, career and continuing education information. Students who have skills in writing,

photography and graphic arts will have many excellent opportunities to use these talents to benefit and support the college through the Office of Marketing and Communications.

MEMBERSHIPS

- Altrusa International
- American College Personnel Association
- American Library Association
- American Public Health Association
- American Association of Collegiate Registrars and Admissions Officers
- Association for the History of Chiropractic
- Association of Chiropractic Colleges
- Association of College Admission Professionals
- Association on Higher Education and Disability
- Association for Institutional Research
- Chiropractic Library Consortium
- College and Research Library Association
- College News Association of the Carolinas
- Council on Chiropractic Education
- International Agency for Chiropractic Evaluation
- Medical Library Association
- National Association for Campus Activities
- National Association of Accountants
- National Association of College and University Business Officers
- National Association of Graduate Admission Professionals
- National Association of Independent Colleges and Universities
- National Association of Student Financial Aid Administrators
- National Association of Women Deans and Counselors
- National Federation of Press Women
- Society for College and University Planning
- South Carolina Association of Colleges and Universities
- South Carolina Association of Physical Plant Administrators
- South Carolina Association of Student Financial Aid Administrators
- South Carolina Association of Veterans Administrators
- South Carolina Association on Higher Education and Disability
- South Carolina Campus Law Enforcement Association
- South Carolina College Personnel Association
- South Carolina Women in Higher Education
- Southern Association of College and University Business Officers
- Southern Association of College Student Affairs
- Southern Association of Collegiate Registrars and Admissions Officers
- Southern Association of Student Financial Aid Administrators
- Southern Building Code Congress International, Inc.
- Spartanburg Area Chamber of Commerce
- Spartanburg Area Communicators

Admission and Enrollment

Application Procedure for the Doctor of Chiropractic Program

Applications for admission may be obtained online or by contacting:

Office of Admission
Sherman College of Chiropractic
2020 Springfield Road
P.O. Box 1452
Spartanburg, South Carolina 29304
800-849-8771, ext. 200

Request official transcripts from all colleges you have attended. Transcripts must be mailed or submitted through a secure online service directly to Sherman College from the school of origin.

Application is made only for the term specified on the application form.

As a candidate for admission, each applicant is evaluated individually and admitted to the college on the basis of motivation, scholastic achievement, and an honest desire to join a health care profession. In making its decision, the Sherman College Admission Committee reviews each applicant's academic credentials and personal references. Sherman College admits only applicants who meet all the qualifications for a chiropractic education. Every candidate for admission is given serious consideration and notified of the decision of the college's Admission Committee once the admission process is complete.

Submission of a falsified application, which may include any omission of information relevant to the application process and/or submission of fraudulent documents shall be cause for denial of admission or revocation of admission.

When to Apply

The deadline to apply for admission is six (6) weeks prior to the start of each quarter. Applicants are encouraged to apply as early as possible to assure a place in the class of their choice. Applicants will automatically be placed on the college's mailing list to be advised of all updates to the catalog and to receive various Sherman College publications.

Rights and Responsibilities of Applicants

As an applicant, you have the right to:

1. Request full information from the college concerning admission and financial aid policies. (Prior to applying, you should be fully informed of policies and procedures concerning application fees, reservation fees, refunds, housing and financial aid.)
2. Defer responding to an offer of admission and/or financial aid until you have heard from all other colleges or universities to which you have applied or until 30 days prior to the start of the term for which you have applied, whichever comes first.

As an applicant, you have the responsibility to:

1. Be aware of the policies (deadlines, restrictions, etc.) regarding admission and financial aid.
2. Complete and submit required materials on time.
3. Meet all application deadlines.
4. Notify Sherman College, and all other colleges and universities which have offered you admission, of your acceptance or rejection of their offer as soon as you have heard from all programs to which you have applied, or by 30 days prior to the start of the quarter for which you have applied, whichever comes first.

PRE-CHIROPRACTIC AND LICENSURE NOTE

Pre-chiropractic and licensure requirements vary from state to state, and some of these requirements apply to a student's Pre-requisite education and therefore must be satisfied before enrolling in chiropractic school. The college endeavors to assist the applicant in ascertaining the licensure requirements of any state or international jurisdiction in which he or she may seek licensure. To ensure that you meet the requirements of the state(s) in which you wish to practice, we suggest that you visit the Federation of Chiropractic Licensing Boards website for a list of licensing state board contact information. Note: A criminal record may prevent a graduate from obtaining state licensure. For more information, visit the Federation of Chiropractic Licensing Boards web site at www.fclb.org for information regarding chiropractic state boards.

Credits earned by C.L.E.P. or other proficiency examinations will be accepted. The credits must be evaluated by and appear on the official transcript of an institution accredited, at the college level, by an accrediting organization listed as nationally recognized by the Secretary of Education of the U.S. Department of Education.

Sherman College graduates are eligible for licensure in all the United States, Canada and other international jurisdictions. Please call the Office of Enrollment Services at 800-849-8771, ext. 200, if you have questions regarding licensure.

PRE-PROFESSIONAL ACADEMIC REQUIREMENTS FOR ADMISSION

To get into chiropractic school, you need at least **90 semester credits with a minimum grade point average of 2.75** or higher, though many of our students enroll after completing a bachelor's degree. Of the 90 credits required for traditional admission, 24 credits must be life and physical sciences.

Chiropractic school requirements for traditional admission:

- 90 semester credits (135 quarter hours) with a GPA of 2.75 or higher on a 4.0 scale
- 24 semester credits in life and physical sciences

PRE-CHIROPRACTIC INSTITUTE (PCI) AT SPARTANBURG COMMUNITY COLLEGE

Through the Pre-Chiropractic Institute (PCI) at Spartanburg Community College, students can earn an Associate of Science Degree with Pre-Chiropractic Electives and a Pre-Chiropractic Certificate from Spartanburg Community College, and then seamlessly transfer to Sherman College of Chiropractic, where they can complete a Doctor of Chiropractic degree. Students in these programs can earn an associate's degree and a graduate degree in approximately 6½ years. The Pre-Chiropractic Institute provides students with a convenient, cost-effective and timely path to enrollment at Sherman College and to their futures as doctors of chiropractic.

Students of the Pre-Chiropractic Institute receive the opportunity to graduate with an Associate of Science in Pre-Chiropractic; they also earn all the Pre-requisites required for Sherman College of Chiropractic. Graduates of the Pre-Chiropractic Institute will be prepared academically for the curriculum of Sherman College's doctor of chiropractic program and be guaranteed admission into Sherman College.

Sherman College of Chiropractic will guarantee admission to students from Spartanburg Community College who have met the following requirements:

1. Beginning August 16, 2010, SCC assumed responsibilities for providing the instruction for the Pre-Chiropractic Institute.
2. The curriculum courses are offered in four terms as outlined in the Program Model and Semester Display.
3. Students must have successfully completed the specified curriculum in this agreement and must have satisfied residency and general education requirements at Spartanburg Community College.
4. Students must have met the minimum "C" or better (2.0 or better on a 4.0 scale) in all required courses for admission into Sherman College of Chiropractic.

5. Students must have earned a minimum of a 3.0 overall cumulative grade point average for admission into Sherman College of Chiropractic.

Points to remember:

- Upon completion of this program, a student will have earned the Associate of Science (AS) degree and Certificate in Pre-Chiropractic from Spartanburg Community College and the 90 hours necessary for admittance into Sherman College of Chiropractic.
- The Certificate in Pre-Chiropractic contains specific courses designed to give the student knowledge in good business practice and setting up an office.
- Financial aid is available for this program.

For additional information about the Pre-Chiropractic Institute, please contact the Spartanburg Community College Science Department at 800-922-3679 or the Sherman College Office of Admission at 800-849-8771, ext. 200.

OTHER PRE-CHIROPRACTIC PROGRAMS

Sherman College has arranged with several four-year institutions for students to earn their bachelor's degree based on credits earned during the first year of study at Sherman. As part of these agreements, called Three-Plus-One programs, students will complete the first three years toward a bachelor's degree prior to admission to Sherman College. After successful completion of the designated courses in the first year at Sherman College, the undergraduate institution accepts those hours in transfer and awards the baccalaureate degree. This saves students a full year of time and tuition.

ARTICULATION AGREEMENTS

In addition to these programs, Sherman College has also established articulation agreements and/or pre-chiropractic programs with various institutions. These agreements are also designed to facilitate student transfer into the doctor of chiropractic program at Sherman College:

- Bloomfield College (NJ)
- Coastal Carolina University (SC)
- Elms College (MA)
- Emory & Henry College (VA)
- Fairmont State University (WA)
- Ferrum College (VA)
- Florida National University (FL)
- Grove City College (PA)
- Indiana University of Pennsylvania (PA)
- Lipscomb University (TN)
- Middle Tennessee State University (TN)
- Middlesex County College (NJ)
- Mount Vernon Nazarene University (OH)
- Newberry College (SC)
- North Greenville University (SC)
- Palm Beach State College (FL)
- Ponce Health Sciences University (PR)
- Pontifica Universidad Católica de Puerto Rico (PR)
- Southwest Virginia Community College (VA)
- Spartanburg Community College (SC)
- Spartanburg Methodist College (SC)
- Universidad Central de Bayamon (PR)
- Universidad Interamericana de Puerto Rico (PR)
- University of South Carolina – Upstate (SC)

Please e-mail the Sherman College Office of Admission or call 800-849-8771, ext. 200, for complete details and an application, or for information to establish an agreement. More about admission agreements can be found at online. The college continually works to establish articulation agreements with undergraduate institutions.

ADMISSION OF INTERNATIONAL STUDENTS

To be eligible for admission to Sherman College, international students must meet the same educational requirements as a student educated in the United States. To determine educational equivalency and admission eligibility, international students must present an official evaluation of their academic credentials. Sherman College recommends using World Education Services (WES), P.O. Box 745, Old Chelsea Station, New York, NY 10011.

The application for evaluation of educational documents must include all educational transcripts and an application fee, which is paid by the student to WES. Applicants are required to have a course-by-course analysis made of their university work. The results of the evaluation are to be sent to the director of enrollment services at Sherman College. All educational transcripts must also be on file at Sherman College. International students should apply a minimum of six months in advance to allow ample time for the evaluation of their academic credentials and the processing of their student visa applications.

Students from non-English speaking countries are required to present evidence of their ability to speak, read, write and understand oral communication in the English language.

All international students must present evidence of having sufficient funds to live and study in the United States for one year. Evidence that funds are available must be submitted from a bank or government official on the financial verification form available from the Admission Office.

All international students entering the United States to study at Sherman College must have an F-1 student visa issued by the American consulate in their home country. Sherman College will issue the appropriate I-20 form once the candidate for admission has been approved by the college's Admission Committee and financial verification has been received. The I-20 form will enable the student to apply for an F-1 student visa.

International students should not attempt to enter the United States without an F-1 student visa. Students may obtain a B-2 prospective student visa to visit Sherman College.

TRANSFER STUDENTS

Transfer students from other chiropractic or first professional degree granting institutions must meet the following requirements for admission at the time transfer is made:

1. Transfer credits must be equivalent to course credits available in the Sherman College curriculum.

2. Credits considered for transfer must have been awarded for courses taken in a DCP accredited by the CCE or in a program accredited as a first professional degree in one of the health sciences by another nationally recognized accrediting agency, or in a graduate program in an academic discipline closely related to the health sciences offered by an institution which is recognized by a national accrediting agency.

3. Credits accepted for transfer must have been awarded within five years of the date of admission to the receiving DCP, except that the college may at its option accept older credits if the entering student demonstrates competency in the knowledge, skills and attitude (KSA) of current subject matter sufficiently to succeed in the program. These KSAs will be determined by the college through written and practical assessments commensurate with current assessment measures.

4. All transfer credits must have an equivalent grade of 2.00 or better on a 4.00 scale to be considered for transfer.

5. Transfer students must meet the admission requirements that were in force at Sherman College on the date the student originally enrolled at the institution from which transfer is being made.

6. Credits accepted for transfer from institutions outside the United States must be accompanied by evidence of the individual student's proficiency in the subject matter of each course for which credits are accepted.

7. The number of credits allowed for transfer will be consistent with SACS and CCE Standards.

8. Transfer students must have earned a minimum cumulative G.P.A of 2.25 at the chiropractic (professional) college from which transfer is being requested.

9. The Admission Committee may conditionally accept students. Students who do not meet the transfer requirements may be considered for enrollment by the Admission Committee under the terms and conditions of Policy 2009 (Conditional Acceptance).

ADVANCED PLACEMENT

Advanced placement credits must have been earned in an institution that is accredited by an accrediting body recognized by the United States Department of Education or a college acceptable to the Admission Committee. Transfer students from other chiropractic colleges may be granted advanced standing for equivalent courses in which satisfactory grades ("C" or better) were attained.

Advanced placement for equivalent non-clinical courses completed at a liberal arts or science college will be awarded for those successfully completed at the graduate level. No credit will be awarded for non-clinical courses completed at the undergraduate level. All advanced placement is approved by the provost. Advanced placement must be requested by a student within the first three-quarters at Sherman College, or the option is lost. Advanced placement may not be granted for courses taken outside Sherman College after the date of the student's enrollment at the college. Examination of course descriptions for content and hours, course syllabi and faculty credentials are methods that may be used in the evaluation of the acceptability of transfer credit.

RE-ADMISSION OF MATRICULATED STUDENTS

A student wishing to return to Sherman College following a non-academic suspension of more than three consecutive quarters must reapply, in writing, to the Admission Committee no sooner than 10 weeks and no later than six weeks prior to the first day of classes of the quarter in which he or she is eligible for re-admission. The request for re-admission must address the events associated with the suspension, a critical analysis of these events and a plan to ensure that similar actions will not re-occur should the individual be re-admitted.

A student who has been dismissed for academic reasons may be considered for re-admission as a new student under special circumstances. A written request for re-admission must be submitted to the Admission Committee and include an analysis of the factors that led to the dismissal and a plan to ensure that the factors will be resolved should the individual be re-admitted. The committee will determine the conditions under which a student may be eligible for re-admission.
A student whose chiropractic education has been interrupted for more than one academic year (three consecutive quarters) must submit an application, with the required application fee, and meet the admission and degree requirements at the time of re-admission.

STUDENTS WITH DISABILITIES

Sherman College offers equal educational opportunities to all persons without regard to age, race, color, gender, veteran status, national origin, religion, sexual orientation, marital status or disability, and the college has committed itself to providing appropriate chiropractic education to all qualified students.

Sherman College is committed to providing reasonable and appropriate accommodations for students with disabilities pursuant to the Americans with Disabilities Act (ADA) and the Rehabilitation Act. Requests from students with challenges or impairments that impact the way they function within the academic setting are reviewed on an individual basis. Various forms of documentation are acceptable for verifying disabilities or impairments; however, all students are required to provide an interview with the Office of Student Affairs as part of the application process. Ideally, students should initiate the accommodations application process after being granted admission, but prior to the start of the academic quarter to allow sufficient time for their request to be reviewed. The college does not offer a special curriculum for students with disabilities; however, the college works with students to provide reasonable accommodations within the college's curricular framework that does not substantially change or alter the content or essential requirements for the program.

An application for accommodation is available via email from the Office of Student Affairs. The application must be completed and returned to the college with the required documentation. Incomplete applications will not be considered.

Tutoring is available to Sherman College students, regardless of learning abilities. Anyone needing academic assistance should see the Director for Academic Support. All college-assigned tutors have met the necessary criteria and are qualified for the task. For more information, see Policy 1038 (Equal Opportunity and Accommodations) and Policy 2014 (Physical Qualifications).

PROCEDURE FOR PROTECTING STUDENT CONFIDENTIALITY

The director for student affairs oversees the process of informing the student who has qualified for special accommodations through an in-person meeting and with a letter listing their approved accommodation(s). The student will direct student affairs on which classes they are electing to use the accommodations. Student Affairs will then inform the course instructor(s) via email. This procedure assigns the responsibility for disclosing the student's accommodation to the student. The student is responsible for submitting quarterly documentation to student affairs which confirms the student's desire to use the accommodations for each subsequent quarter along with the instructor(s) they desire to inform of their specific needs.

EQUAL OPPORTUNITY

Sherman College of Chiropractic offers equal educational opportunities to all persons without regard to age, race, gender, religion, veteran status, national origin, sexual orientation, marital status or disability. The college has committed itself to providing fair and appropriate chiropractic education to all qualified students.

DISCRIMINATION GRIEVANCES

Janice Fordree, D.C., is the designated coordinator for Title IX of the Educational Amendments of 1972. The executive vice president is the designated coordinator for Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975. Any grievance and/or question regarding the above laws should be directed to the appropriate party's attention.

PHYSICAL QUALIFICATIONS

Sherman College of Chiropractic requires certain physical qualifications essential to the preparation of a doctor of chiropractic. The purpose of these physical qualifications is to ensure that students entering Sherman College will be able to perform in a satisfactory manner in the classroom, clinic and laboratory settings. In addition, Sherman College expects all students to participate as both "doctor" and "patient" in all laboratory aspects of the didactic and clinical program. This includes demonstrating patient examination and adjustment procedures as well as serving as a patient for another student to demonstrate patient examination and adjustment procedures under faculty supervision.

The physical qualifications, considered a necessary aspect of the Sherman College curriculum, are as follows:

1. The student must possess sufficient coordination of the upper limbs necessary to stand independently and perform a range of chiropractic adjustments and patient examination procedures at a level of skill sufficient to meet Sherman College educational standards.

2. The student must possess sufficient coordination of the lower limbs necessary to stand independently and perform a range of chiropractic adjustments and patient examination procedures at a level of skill sufficient to meet Sherman College educational standards.

3. The student must have sufficient manual dexterity to perform safely in all laboratory and clinical settings without posing a personal threat or endangering the safety and well-being of fellow students or patients.

4. The student must have sufficient auditory senses to obtain patient histories, hear and interpret heart and lung sounds and to present findings to patients.

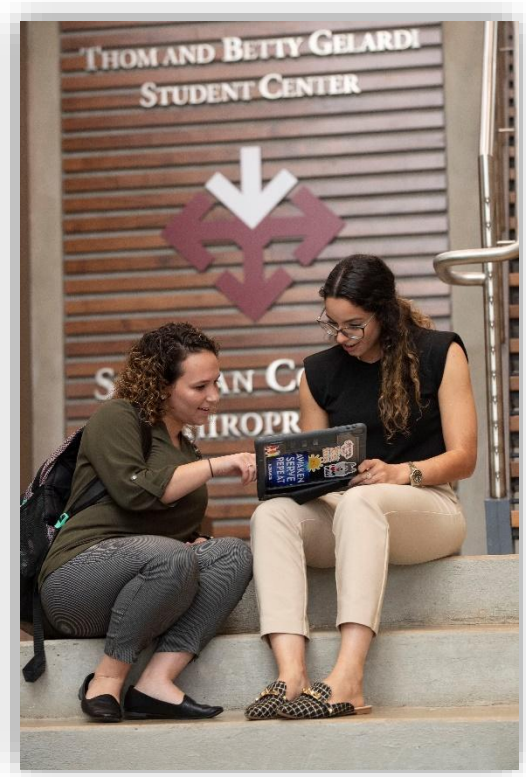
5. The student must have sufficient visual senses to conduct patient examinations and to record patient histories and examination findings. The student must also possess the visual sense necessary to read and interpret x-ray and microscopic findings.

6. The student must have sufficient tactile sensitivity and manual dexterity to perform patient examination, palpatory and adjustment procedures.

The applicant should consider whether he/she has the physical ability to perform these tasks. Physically challenged students may have to demonstrate, to the satisfaction of the Sherman College Admission Committee, that they are able to meet the physical qualifications stated above before being admitted to the program. If an applicant feels that he or she is not able to meet the physical qualifications, the college strongly recommends a discussion prior to enrollment as to whether the lack of such abilities might be reasonably accommodated and to what degree.

For more information, see Policy 1038 – Equal Opportunity and Accommodations and Policy 2014 – Physical Qualifications.

Tuition and Financial Aid



Basic Costs

Tuition	$10,175
Late Registration Charge	$50 & $100
Returned Check Charge	$35
Late Payment Fee	$50
Make-up Examination Fee	$50

Books and Supplies

(Estimated per quarter cost)	$300

A list of required textbooks and prices by class (Required Textbook Information per HEOA Section 133) is listed here. In cases where a student is permitted or required to carry a partial academic load, tuition is pro-rated for each course up to a maximum of the full-term tuition rate.

Transcripts

One official transcript is supplied to each student at no charge. Additional transcripts are available via the Sherman website. No grades or transcripts will be sent to any party for any student who has outstanding financial obligations to the college or who is in default on a Perkins Loan, Stafford Loan, Direct Loan, PLUS/SLS Loan, ChiroLoan, and/or any other student loan authorized by the college. The Family Education and Right to Privacy Act (FERPA) states that transcripts are released only with the written consent of the student.

Deferred Tuition Plan

A deferred tuition plan is available to students paying their own way, which allows tuition payments to be divided into three equal monthly installments, payable during the quarter.

There is a $10-per-quarter fee to use the deferred tuition plan. A $50 fee will be assessed for late payments.

Notice

Sherman College is a private, non-profit institution and as such, must rely on income from tuition to cover a major part of its operational costs. The college strives to stabilize all student fees. However, the college reserves the right to change any of the following fees without notice. All fees are due and payable on the date incurred. Checks for the exact amount of the total charges should be made payable to Sherman College.

Any student who has failed to pay all required charges on or before the last date to change course schedules (as indicated on the college calendar) may be dropped from class rolls. Any student who fails to satisfy any indebtedness to the college on the date such an obligation becomes due may not be issued a transcript, diploma or degree until all such obligations are fully satisfied.

FINANCIAL AID PROGRAM

Sherman College administers an extensive program of student financial aid. The goal of the program is to enable as many students as possible to pursue a chiropractic education, regardless of their personal financial situations. Recognizing that attending a professional college is costly, students should consider the expense of their total education, not just the cost of their first year of study. It is important to begin planning early. In addition to the usual sources of funds, such as family, personal savings, and part-time employment, there are a variety of other ways to pay college expenses.

Sherman College administers federal student aid funds for the Federal Direct Loan and College Work-Study programs. In addition, Sherman College is an eligible institution for students receiving loans under the provisions of the Veterans Administration, the Bureau of Indian Affairs, Vocational Rehabilitation and Social Security.

Students are expected to investigate any loan programs, which are administered by their home states, as well as other sources of financial aid that may be available. These may include out-of-state tuition programs administered by the boards of education of some states, social security benefits, vocational rehabilitation programs and loans, and scholarships that are available through some state chiropractic organizations. The financial aid office considers all funds that are available to the student from sources other than the college, even though the student may choose not to apply for such funds. This is done in order to extend college-administered aid to as many needy students as possible.

To be eligible for financial aid, the student must maintain satisfactory academic progress in accordance with college policy.

Application for Financial Aid

Applications for any form of financial aid must be filed with the Financial Aid Office a minimum of eight weeks prior to registration for the term for which the aid is requested. The Financial Aid Office requires the following documents to be on file for admitted students before any financial aid can be processed:

1. The Free Application for Federal Student Aid (FAFSA) which should be completed online at https://studentaid.gov/h/apply-for-aid/fafsa. Sherman's School Code: 013853
2. A Sherman College financial aid application
3. A Sherman College Dependent Care form (if you have children between ages 0-17)

An applicant MUST be approved for admission by the Admission Office before any application for financial aid can be processed. **File early** to ensure that you will be considered for all the financial assistance for which you are eligible.
Students seeking financial aid in any form should request an appointment for financial aid counseling and an application from the director of financial aid. The handbook gives detailed information on all forms of financial aid available.
Financial aid funds that are controlled directly by the college are awarded on an annual basis. The amount of aid offered to a student in any one year is determined by demonstrated financial need, the other financial resources available to the student, and the funds available to the college for that year. Priority is always based upon demonstrated need, although academic achievement is also a strong determining factor. Approval from the Sherman College Admission Office is required before any aid is disbursed.

Students who complete the application procedures by the deadline can expect notification of aid commitments two weeks prior to the term in which the aid will be given. Students applying for any form of government aid must meet the deadline established by that government program.

Application for Federal and Private Programs

Every student who meets certain eligibility requirements can get some type of federal student aid regardless of age or family income. Federal student aid is financial aid from the federal government to help pay for education expenses at an eligible educational institution. For graduate schools, there are two categories of federal student aid: work-study (a work program through which you earn money to help you pay for school) and loans (borrowed money for college or career school; you must repay your loans with interest). To be eligible for this aid, you must complete the Free Application for Federal Student Aid (FAFSA).

College Work Study Program

Part-time student employment positions are provided at Sherman College through a combination of institutional and federal funds.

Unsubsidized Direct Loan Program

The loan limit for an independent graduate or professional student is approximately $33,000 per academic year (three quarters). The aggregate loan limit for combined subsidized and unsubsidized loans is $224,000. Interest accrues while in school. The Federal government determines the interest rate on the 1st day of July of each year; for current rate contact the Office of Financial Aid.

Graduate Plus Loan

This is a federal loan and is credit based. As with an unsubsidized loan, the plus loan accrues interest while in school. The amount of the loan depends on individual eligibility based on cost of attendance and any other aid received.

The requirements and procedures for private programs may differ from those associated with federal programs and such loans are often based more strictly on the borrower's credit history. More information can be obtained from the Financial Aid Office.

Institutional Discounts

Marriage Discount

Should the spouse of an existing full-time Sherman College student enroll full-time *as a new student* at Sherman College, each student would be eligible to receive a 25 percent tuition discount for as long as both students are enrolled simultaneously on a full-time basis and are in good academic standing meeting the current Satisfactory Academic Progress policy requirements. See the director of financial aid for details.

Family Discount

Immediate family members (brothers, sisters, children, parents, grandparents) enrolled full time in the doctor of chiropractic program may each receive a tuition discount of 10 percent per quarter. Spouses and children of Sherman College employees may receive a tuition discount based on the employee's level and length of employment. Contact the Business Office for further information.

Scholarships

The college's Scholarship Committee meets as needed to award available scholarships. Students may apply for any available scholarship. Students should be aware that, in most cases, the scholarship is for one quarter only. Some long-term scholarships are automatically renewed each quarter unless the student fails to maintain certain academic and/or other criteria.

Scholarship applications for incoming students should be filed with the Admission Office well in advance of the quarter for which the scholarship is sought. Scholarship applications for current students will be made available by the Financial Aid Office. Scholarship awards are based on financial need, commitment to chiropractic, academic achievement, and any additional stipulations that the various scholarships may carry. **All scholarships and tuition discounts are subject to availability. Please visit the college website for a complete list of internal and external scholarships.**

THE FOLLOWING IS A LIST OF SCHOLARSHIPS AVAILABLE TO INCOMING STUDENTS:

AMERICORPS ALUMNI SCHOLARSHIP

In recognition of the dedication and commitment to community service of AmeriCorps alumni, Sherman College of Chiropractic will offer a one-time matching scholarship of up to $4,000 per AmeriCorps Education Award recipient who is admitted to the doctor of chiropractic program. In addition, Sherman College will waive the application fee for any AmeriCorps Education Award recipient.

LEGACY SCHOLARSHIP

The scholarship is awarded to new students who are children of Sherman College alumni. It awards $300 per quarter and is renewable for the entire time of enrollment, as long as the student maintains a full-time course load and maintains satisfactory academic progress.

MICHIGAN CHIROPRACTIC FOUNDATION SCHOLARSHIP FUND

The Michigan Chiropractic Foundation offers (3) scholarships to support the needs of students from the state of Michigan enrolled at Sherman College. Eligible students must have attended high school in Michigan and intend to return to Michigan after graduation. Award amount is $500.00 each. G.P.A. for incoming students is 3.25; Sherman students: 3.0.

YELLOW RIBBON PROGRAM FOR VETERANS

Qualified students who are U.S. veterans may receive benefits from the Veterans Administration through GI Bill® programs. Through the Yellow Ribbon Program, Sherman College matches VA contributions up to 100 percent of tuition. Yellow Ribbon funding is awarded to eligible veterans on a first-come, first-served basis.

SCHOLARSHIPS FOR STUDENTS WHO HAVE BEEN ENROLLED FOR AT LEAST ONE QUARTER:

ACADEMIC ACHIEVEMENT SCHOLARSHIP

$500 awarded to a student in sixth quarter or above, based on academic excellence.

BEANE FAMILY SCHOLARSHIPS

$1,500 scholarship awarded to a student attending Sherman College at the Clinic I or above level who have demonstrated a high level of commitment to serving humanity as a doctor of chiropractic. Recipients must demonstrate financial need.

BILL HANNOUCHE MEMORIAL SCHOLARSHIP

One of Sherman College's beloved Pioneer Class graduates, Dr. Bill Hannouche's love and zeal for helping people drove him to serve as a chiropractor for more than forty years. This scholarship is awarded each fall to a student who shows strong evidence of hard work and dedication in scholarship, campus activities and community involvement in memory of Dr. Hannouche.

B.J. PALMER PHILOSOPHY SCHOLARSHIP

$500 awarded to a student in fourth quarter or above, based on academic excellence and submission/evaluation of an essay.

C.G. HAYNES SCHOLARSHIP

Established by the estate of Lennith L. Groves, this fund seeks to support students attending Sherman College, while honoring Charles G. Haynes, D.C., a longtime supporter and former member of the Board of Regents of Sherman College. This scholarship gives preference to students from Washington State or students who in the same fashion as Dr. Haynes are entering the Chiropractic profession as a second career. GPA 3.0. The award amount is subject to availability of earnings.

Christopher Kent Research Scholarship

This scholarship is to support scholarly research through Sherman College's research department. Dr. Christopher Kent, a distinguished chiropractor and attorney, serves as the Director of Global Presidential Initiatives at Sherman College of Chiropractic. His extensive contributions to chiropractic include, but are not limited to, co-founding the Chiropractic Leadership Alliance and authoring numerous peer-reviewed articles.

Citizenship Award Scholarship

$500 awarded to a student in fourth quarter or above, based on academic excellence and submission/evaluation of an essay on the student's contributions to the chiropractic profession and the community.

D.E. Warriors Scholarship

This scholarship is sponsored by Dynamic Essentials. Criteria: be a regular attendee of Dynamic Essentials or have attended at least one (or more) DE seminars within the past year. Proof of attendance is required. Additional requirements: must be in good standing with the college, GPA 3.25. Award amount: $500. Additional awards may be available subject to donations.

John H. Porter, Jr. Scholarship

Named in honor of long-time Sherman College faculty member and 1979 graduate, this scholarship supports students who have chosen to make a profound difference through the chiropractic profession, easing their financial burdens and allowing them to pursue careers of service like Dr. Porter.

John Yglesias Scholarship

Established by the estate of John Yglesias, this scholarship fund was awarded to Sherman College in recognition to the college teaching chiropractic in its purest form. Criteria: Outpatient intern with preference given to students participating in specialty intern programs. GPA 3.0. The award amount is subject to availability of earnings.

Josh Thompson International Chiropractic Pioneer Scholarship

The International Chiropractic Pioneer Scholarship is a spring scholarship in memory of Dr. Josh Thompson that is to be awarded in April, the month of Dr. Thompsons birthday. The scholarship is open to all students that plan to practice internationally. Applicants must submit an essay on "what the requirements are to be a doctor of chiropractic who makes a difference as a pioneer of chiropractic in the world."

Lyle W. & Eula M. Sherman Scholarship

This scholarship is awarded to a student who demonstrates proficiency of and commitment to the Upper Cervical Techniques taught at Sherman College through use in care of patients in the Chiropractic Center. The student must submit a letter of recommendation from two Chiropractic Center Faculty Doctors regarding this proficiency and commitment and have a cumulative GPA of 3.0.

Michigan Chiropractic Foundation Scholarship

The Michigan Chiropractic Foundation offers (3) scholarships to support the needs of students from the state of Michigan enrolled at Sherman College. Eligible students must have attended high school in Michigan and intend to return to Michigan after graduation. Award amount is $500 each. GPA for incoming students is 3.25; current Sherman students: 3.0.

Outstanding Student of the Year Scholarship

$500 awarded to a student in fourth quarter or above, based on academic excellence, commitment to the college and involvement of extracurricular activities.

REX MUMFORD KASLER MEMORIAL SCHOLARSHIP
A one-quarter scholarship covering full tuition and a book stipend of $175, awarded to a tenth quarter or above student with a cumulative GPA of 3.0who demonstrates strong financial need and leadership qualities.

SAMUEL AND SANDRA BERKOWITZ MEMORIAL SCHOLARSHIP
Leonard Mazza, D.C., established this scholarship in honor of his chiropractic mentor, Dr. Berkowitz. The scholarship will only be awarded to a Sherman College student who has demonstrated a high level of community service. The award amount is subject to availability of earnings.

VIRGINIA BRANNON MEMORIAL SCHOLARSHIP
The $5,000 scholarship is awarded in memory of Dr. Virginia Brannon, the first female graduate of Sherman College, and can be divided into smaller scholarships of no less than $1,000 if multiple candidates are qualified. Scholarship recipients must embody the attributes of Dr. Brannon, be a non-traditional student, second career or pursued education later in life, is a mother of a family, is a pioneering spirit who inspires those around her and embodies perseverance.

YORK CENTER SCHOLARSHIP
This scholarship is awarded to a student who has successfully completed Clinic 711 upon initial enrollment and has cumulative GPA of 3.0 upon recommendation from one Chiropractic Center Faculty Doctor. The student must be actively involved with Sherman College and be in good standing.

ADDITIONAL SCHOLARSHIPS, INCLUDING NON-INSTITUTIONAL SCHOLARSHIPS ADMINISTERED BUT NOT SPONSORED BY THE COLLEGE INCLUDE:

ALUMNI ASSOCIATION SCHOLARSHIP
Awards $750 quarterly by the Sherman College Alumni Association, based on financial need and outstanding leadership qualities.

AMERICAN BLACK CHIROPRACTIC ASSOCIATION (ABCA) SCHOLARSHIP
ABCA offers several scholarships: the Harvey Lillard Scholarship Program, the Dr. Bobby Westbrook Scholarship, the Dr. Hiram Wiggins Scholarship and the ABCA Pre-Chiropractic Scholarship Award, given to a chiropractic student who is a member of the ABCA.

ARKANSAS CHIROPRACTIC ASSOCIATION EDITH BALKMAN MEMORIAL SCHOLARSHIP
A $1,000 scholarship for students who are from Arkansas and wish to return there to practice.

CARE RESEARCH SCHOLARSHIP
Full-time students may be eligible for this $7,500 scholarship, which is awarded annually by the Educational Finance Group. A recipient must have a minimum GPA of 3.0, be involved in extra-curricular activities, and must have at least one academic year remaining until program completion. Two letters of recommendation from faculty members, an official transcript showing current GPA, and a completed and signed application form are required. The scholarships are awarded through a nationwide competition among submitted research proposals.

GARDEN STATE CHIROPRACTIC SOCIETY SCHOLARSHIP
Available to a New Jersey resident who is enrolled in chiropractic college. This is usually a $1,000 award given at the Garden State Chiropractic Society's annual convention.

INTERNATIONAL CHIROPRACTORS ASSOCIATION (ICA) ALMA NEILSON PERPETUAL SCHOLARSHIP
Available to students who are members of the ICA.

KR Jones Memorial Scholarship

Awarded by the South Carolina Chiropractic Association.

Medal 75 Trust Fund Scholarship

Awarded annually by H.T. Hughes Chiropractic Trust Fund, based on academic excellence and financial need.

Refund Policy for Complete Withdrawal

Students withdrawing from the college should follow the withdrawal procedures as outlined in Policy 1050 – Withdrawal. A withdrawal form can be accessed via Populi or by emailing the Registrar's office. The college must engage its faculty and assign room space in advance of each quarter in accordance with the number of students who intend to enroll. When students withdraw from the college during the academic quarter, they leave a vacancy that cannot be filled. This necessitates limitations on refunds.

All students enrolling at Sherman College will be subject to a pro-rata refund policy. Under the pro-rata policy, when a student withdraws from school during the first 60 percent of the term, a pro-rata refund will be calculated. Refunds are based on the date of official withdrawal, not on the last day of classes attended. Students who have outstanding balances at the time of withdrawal, including those on the Deferred Tuition Payment Plan, must settle their accounts with the Business Office. No refunds are given unless all charges for current and prior quarters have been paid in full.

Students receiving benefits under the Veterans Administration program will receive refunds in accordance with Veterans Administration regulations.

Generally, any refund would first reimburse the federal and/or other aid programs from which the student received aid. A detailed listing of the order of distribution for refunds is available from the Business Office upon request. Detailed examples of common refund calculations are also available from the Business Office.

ADDITIONAL SERVICES OFFERED

EMERGENCY LOANS

The Lyle Sherman Loan Fund and Scallon Emergency Loan Fund both make loans to students to help with emergency situations. Students may borrow up to $500 for 90 days, interest free, to meet unexpected/unplanned financial needs.

VETERAN STUDENTS

Qualified students who are United States veterans may receive benefits from the Veterans Administration through the GI Bill® programs. Veterans should contact the VA certifying official, located in the Financial Aid Office, immediately after acceptance by Sherman College to submit an application for veteran's benefits. Benefits are subject to VA student maintaining Satisfactory Academic Progress, additional counseling and tutorial assistance are available to VA student to resolve academic or other problems through VA.

Sherman College is a participant in the Yellow Ribbon Program. For details, contact the Director of Financial Aid (Certifying Official and Point of Contact for Veterans).

CAMPUS EMPLOYMENT

There are several campus employment opportunities available at Sherman College. The amount that a student can earn depends on the needs of the college and the qualifications of the student. Salaries are higher than the required federal minimum wage. Applications are available at the financial aid office.

EMPLOYMENT

The greater Spartanburg area is located in a region of rapid commercial and industrial growth and has one of the lowest unemployment rates in the nation. Many area industries run three shifts and offer steady, part-time employment. The college recommends that all students come to Sherman College prepared to support themselves for at least the first six months of their college career without the necessity of taking on additional outside employment.

Life at Sherman

New Student Orientation

The Office of Student Affairs hosts an orientation program each quarter for new students. The orientation program consists of a virtual orientation course which requires completion prior to arrival to campus for the in-person orientation session. During the required orientation program, students are introduced to aspects of the college relevant to their success as students.

New students learn about financial aid availability including available scholarships, college policies, e-mail and Learning Management System access, Learning Resources Center, free chiropractic care for students in the Chiropractic Center, extracurricular activities and some general information about living in the beautiful Greenville-Spartanburg area. New students also meet their faculty mentor/advisor and participate in a safety and awareness program.

The in-person session of new student orientation is typically scheduled for the first day of the quarter with ongoing orientation activities scheduled throughout the first two weeks of the quarter. Dates are listed in the college calendar. New students are provided with specific instructions about where and when to report for the new student orientation program.

School Colors

The school colors are burgundy, black and gold.

Mascot

The Sherman Pride (represented by a lion) is the Sherman College mascot. It was chosen because it is associated with truth, strength and leadership.

Logo

The arrows in the logo represent the idea that health comes from Above-Down, Inside-Out (ADIO), which is a part of the vitalist philosophy of chiropractic. This ADIO logo is the identifying symbol for the college and cannot be used without its expressed written consent.

Housing

The Admission Office provides a listing of housing rentals in the area for incoming students. Moderately priced rental housing is widely available. For those with the necessary resources, local property values are also conducive to the purchase and resale of a local home.

Student Profile and Class Size

Sherman College has a highly diverse student population. As of summer 2026, students represented 42 states and territories as well as the countries of Canada, Honduras and Norway.

45% were in the 19-24 age range.
38% were in the 25-29 age range.
11% were in the 30-34 age range.
4% were in the 35-39 age range.
4% were over 40.

53% were women.
22% were from underrepresented groups.

Based on summer 2026 enrollment data, Sherman's average class size is 19 students. Dissection lab sections are limited to 25 students. Technique classes maintain a maximum 14:1 student to faculty ratio.

GRADUATE PROFILE

Sherman has approximately 4,000 graduates practicing throughout the U.S. and around the world. In addition to establishing successful private practices, our alumni advance the profession as presidents of state and national organizations, members of state boards of chiropractic examiners, researchers and as administrators and faculty in chiropractic colleges.

DEGREE COMPLETION RATE

The college's current two-year average program completion rate is 85.5 percent. Completion of the program does not guarantee licensure or employment.

EMPLOYMENT PROSPECTS

Employment of chiropractors is expected to increase faster than the average as consumer demand for chiropractic grows, according to the U.S. Department of Labor's Occupational Outlook Handbook, 2019 edition. Chiropractors generally remain in the occupation until they retire; few transfer to other occupations. Graduates operate in solo practices, in group practices, work for other doctors of chiropractic, or teach and conduct research. Students and doctors of chiropractic may view associate and practice listings on the web at https://www.sherman.edu/view/job-listing/.

Note: Enrollment in Sherman College and/or completion of the program does not guarantee employment.

STUDENT ORGANIZATIONS

Realizing that there are many facets to a well-balanced life, Sherman College offers opportunities for self-expression so that each student can contribute his or her talents to the college community and develop friendships among those with similar interests. The establishment of personal and professional relationships through social, civic and co-curricular activities provides valuable experience and enhances the development of the service-minded professional.

Clubs are a major component of the Sherman experience. All students are encouraged to participate in any and all clubs. There are no commitments required to attend club meetings or functions, though some do offer specialized certifications. Students may attend club meetings as often or as infrequently as they like.

Sherman College serves various student organizations by providing faculty advisors and space for meetings. The director for student affairs acts as overall coordinator and liaison for student organizations. The college assists in developing, and approves charters for, new student social and service organizations that will add to the quality of student life. *(NOTE: Student club activity varies with interest)*

CHIROPRACTIC STUDENT GOVERNMENT

Matters pertaining to student affairs are under the general direction of the director of student affairs and the Executive Council of the Chiropractic Student Government. All Sherman College students participate in the election of the Executive Council members, who coordinate and regulate many student activities on campus.

Technique Clubs

APPLIED KINESIOLOGY

Applied Kinesiology is an analysis system that locates primary causes of subluxation- be it from physical, chemical or emotional origins. Using the highly specific muscle test, this system allows you to see where the dysfunction is occurring and address the root causes of dis-ease.

BLAIR UPPER CERVICAL

The Blair chiropractic technique is a specific system of analyzing and adjusting the upper cervical vertebrae of the spinal column. Special attention is given to the upper cervical region as it contains the most freely movable vertebrae in the spinal column and the ones most misaligned.

Facebook: Sherman College Blair Upper Cervical Club

GONSTEAD

We seek to serve, educate, and equip the subluxation-centered chiropractor. Looking directly to the spine for nervous system function, the Gonstead method leads to scientific exactness, reproducibility, and consistency that should be found within our entire profession so the subluxation can be confidently found, analyzed, and corrected every time.

Facebook: Gonstead Club Sherman College

ICPA (INTERNATIONAL CHIROPRACTIC PEDIATRIC ASSOCIATION)

The mission of ICPA is to educate students so that they may have greater, family-focused practices around the world in the future. Our purpose is to begin the education and certification of future chiropractors so that they may graduate and start changing the lives of families in their community.

Facebook: ICPA Club at Sherman College

Instagram: @icpaclubsherman

KNEE CHEST SOCIETY

Our mission is to specifically locate, analyze, and adjust the cause of dis-ease, subluxation. Adjustments are made using the knee chest toggle recoil adjustment. We follow the lineage of Dr.'s BJ Palmer, Lyle Sherman, and Michael Kale, all of whom perfected the knee chest upper cervical technique of chiropractic.

Facebook: Knee Chest Society Club at Sherman College

Instagram: @kcsocietyclub

NETWORK SPINAL ANALYSIS

A tonal technique that focuses on unwinding the tension in the spinal cord so that the body is able to heal itself, adapt, and thrive at levels it's never been able to. With this technique gentle contacts along the spine facilitate massive sustainable change.

Facebook: Network Spinal Club Sherman College of Chiropractic

PX

Pediatric Experience, PX, is a community of doctors and students around the country with a main goal of providing hope, knowledge, and answers to families through the power of Chiropractic. Our mission is to train and equip pediatric, parental, and family Chiropractors with the skills and resources needed to build a thriving family practice and in turn elevate chiropractic to first choice for millions of families worldwide.

THOMPSON TECHNIQUE

Our mission is to accurately localize, analyze, and correct subluxations through the neurology of leg length inequality. We aim to provide a high velocity and low force technique, for both the patient and the doctor, that uses a gentle and effective way of correcting subluxations with the utilization of the drop table.

T.I.C. (TONAL INTEGRATIVE CORRECTION)

We offer a two-fold approach to remove Vertebral Subluxation Complex through the analysis and the adjustment of the spine. The analysis protocol is a quick, precise, accurate and reproducible method to detect the presence of VSC giving the chiropractor the confidence and assurance that the proper care is given.

Facebook: Sherman College T.I.C. Tonal Integrative Correction Club

TRT (TORQUE RELEASE TECHNIQUE)

Torque Release Technique is non-linear tonal technique. TRT doctors utilize the DTR of the Achilles' tendon and functional leg checks to find the PRIMARY subluxation in the body. Adjustments are made with an instrument called the Integrator which mimics a Toggle adjustment with the same speed and acceleration every time.

Facebook: Sherman College Torque Release Club

Sororities and Fraternities

Delta Sigma Chi

We, Delta Sigma Chi-Omicron chapter, pride ourselves on being a group of, likeminded yet diverse, individuals bonded together through the passion to protect and promote the philosophical principles that chiropractic is grounded in. We strive to provide servant leadership to assist and elevate ourselves and those around us.
Facebook: Delta Sigma Chi – Omicron Chapter

Pi Kappa Chi Professional Chiropractic

We are a group of passionate and driven individuals that strive to be the best chiropractors we can be, by always working towards improving ourselves and others. We do that through crafting and perfecting what we will do for the rest of our lives; technique.
Facebook: Pi Kappa Chi Professional Chiropractic

Zeta Phi Chi

The purpose of Zeta Pi Chi is to promote principled chiropractic, which encompasses the 33 principles, through the lifelong promotion of sisterhood and the sororities founding principles. We value philosophy, science, and art of chiropractic and women who show leadership, loyalty, honesty, boldness, dependability, accountability, determination, sincerity, diligence, and benevolence.
Facebook: Zeta Phi Chi Sherman
Instagram: zpcsherman

Business Clubs

Aligned (Formerly AMC)

The Aligned Club gives students the tools necessary to run a business, acquire new patients and convert them to lifelong chiropractic patients while still in school, thus preparing them for guaranteed success upon graduation.

ALIGNLIFE

The mission of the AlignLife Club is to define greatness in practice for each student chiropractor, guide them on a career track and teach them the fundamentals of a successful career in the chiropractic industry. This is accompanied by helping the student embrace their authentic self, define their core values, uncover how they are wired for business and build habits that will create a foundation for long term success.

AMPED (Mentorship Program for Entrepreneurial Advancement)

AMPED is an organized mastermind, comprised of chiropractic students, and chiropractors who have created, and continue to improve upon methods and systems that allow for the successful opening, operating, and growing of a highly effective and successful chiropractic office.
Facebook: AMPED Club Sherman College

Community Clubs

Christian Chiropractic

Our focus is to minister to the spiritual needs of members of the Sherman College community; to encourage and give hope. We meet to worship together, encourage & pray for one another's needs and listen to words of inspiration from the scriptures in an atmosphere of like-minded fellowship.

Healthy Spines Club

Healthy Spines club is all about getting together, having fun, and staying active. We plan sports, fitness classes and other physical activities. We would love for you to join us and help our community grow.
Facebook: Sherman College Healthy Spines (sports) Club
Instagram: @healthyspinesherman

ICPA (International Chiropractic Pediatric Association)

The mission of ICPA is to educate students so that they may have greater, family-focused practices around the world in the future. Our purpose is to begin the education and certification of future chiropractors so that they may graduate and start changing the lives of families in their community.
Facebook: ICPA Club at Sherman College
Instagram: @icpaclubsherman

Mastery, Love, Service (MLS) Club

MLS is based on the fundamental principle of bringing the neuro-spinal system into physiological "ease and peace" prior to the "thrust force." Precision, speed, and specificity are central to this form of adjusting and the result is a true healing approach that can be used with any technique.

New Beginnings Philosophy

Our mission is to preserve, promote, and protect principled chiropractic through continuing the philosophy discussion throughout the chiropractic program, provide networking opportunities to connect with principled DC's and by continuing the chiropractic community created by New Beginnings.

SABCA (Student American Black Chiropractic Association)

Dr. Bobby Westbrooks, founder of SABCA, recognized that many African Americans were unfamiliar with the benefits of chiropractic care. He had a vision to empower African American doctors & students in chiropractic through education & mentorship. The organization strives to bring diversity to the profession & chiropractic into underserved communities.
Facebook: Sherman College of Chiropractic SABCA Chapter
Instagram: @SABCA_shermancollege

CO-CURRICULAR ACTIVITIES

Regularly scheduled all-school assemblies provide a variety of interesting speakers and programs on both chiropractic and non-chiropractic topics. Student-produced activities, such as talent shows and musical events, are also a part of student life at Sherman College. Students are encouraged to participate in the various student organizations and events.

ATTENDANCE AT EXTRACURRICULAR SEMINARS

Sherman College offers a specific program of spinal adjusting techniques that is carefully integrated into the total chiropractic curriculum. The college recognizes the right of students to pursue knowledge and challenge ideas. However, by first becoming proficient in the clinical arts, as offered by Sherman College, students are better prepared to judge the value of information offered in extracurricular technique seminars. If the technique addressed in the extracurricular technique seminar is taught in the Sherman College curriculum, it is recommended that the student successfully complete the respective course(s) or Clinic II prior to participation in said seminar. If the technique addressed in an extracurricular technique seminar is not included in the Sherman College curriculum, it is recommended that the student complete Clinic II prior to participation in said seminar.

ASSEMBLY

The assembly program at Sherman College of Chiropractic consists of a series of speakers designed to promote greater understanding and appreciation of the philosophy, art and science of chiropractic. The program provides community resources to aid students in setting up successful practices. The purpose of the assembly program is to foster student enthusiasm in an atmosphere that creates community. The assembly program promotes success for the Sherman College student.

STUDENT HEALTH

Sherman College has a deep interest in the health and welfare of its students and their families. Complete chiropractic health services are available free of charge to all students, their spouses and children. Student patients are not charged for x-rays, and there is a 50 percent reduction in x-ray fees for their spouses and children. All students are strongly urged to keep their own spines subluxation-free by utilizing these services in the college's Chiropractic Center or by becoming patients of one of the many chiropractors practicing in the area. An emergency first aid team, comprised of students with extensive first aid training, is available to assist in emergencies during the school day and at certain school activities.

PERSONAL COUNSELING

Sherman College offers free, professional counseling services to students through a partnership with Intrinsic Therapy, LLC. Students may self-refer or be referred to for services. Located in Scallon Hall D249, a counselor is on campus each Tuesday and Wednesday for student meetings. Off-campus meeting times and virtual meetings are available all other days of the week. Students may schedule an appointment via email at campuscounseling@sherman.edu or by calling or texting the 24-hour phone number (864) 314-6451. Same day appointments are typically available.

The vice president for enrollment and student success also has a list of referrals if needed. Sherman College will arrange professional consultations when necessary. Additional information is available on the college's website at https://www.sherman.edu/students/campus-life/counseling-services/.

STUDENT MENTORSHIP PROGRAM

The mentorship program is designed to assist students in achieving their personal and educational goals. Faculty mentors take a proactive role in monitoring students' academic progress and making students aware of institutional requirements and resources, services, etc. While all students are encouraged to take the initiative in seeking advisement before problems are reflected in their academic performance, first through seventh quarter students and students who fail to achieve satisfactory progress are required to have regular meetings with their mentors.

ACADEMIC SUPPORT

At Sherman College of Chiropractic, we pride ourselves on our obsession with student success. In putting our obsession into action, the Office of Academic Support offers students valuable academic resources to propel them along the path to becoming a doctor of chiropractic.

- The Office of Academic Support grants students access to dedicated, insightful success coaches who specialize in Appreciative Advising and creating personalized plans for academic achievement.

- Through the Office of Academic Support, group and individual peer tutoring are available to students who need additional support in a wide variety of subjects.

- The Office of Academic Support gives students access to resources around the community, including ESL courses and locations in the Spartanburg area in which students are welcome to study.

TUTORING

The Office of Academic Support provides tutoring services to students who need extra help outside of the classroom. We have obtained, and consistently seek out, the most academically successful students to serve as peer tutors in individual and group settings. Tutoring is available in courses including:

- Human Anatomy and Physiology
- Osteology and Arthrology
- Philosophy I
- Palpation I, II, and III
- Biochemistry I and II
- Nutrition
- Neuroanatomy I and II
- Microbiology I and II
- Spinal Biodynamics I and II
- Spinal Anatomy
- Head and Neck Anatomy
- Back and Extremity Anatomy
- TAP (Thoracic, Abdomen, and Pelvic Anatomy)
- Various Technique Courses

CAREER ASSISTANCE

By the beginning of his or her final year at Sherman College, each student will be completing the basic educational requirements for licensure, should have taken and successfully completed Parts I, II and III of the National Board examinations, and will usually know where he or she plans to practice.

To assist in the transition from student to practitioner, the college provides an online classified website where students are encouraged to review opportunities to connect with employment opportunities throughout the country. Upon special request, the Office of Student Affairs can directly connect and arrange interviews between students and doctors for any potential employment opportunities available.

GRADUATION AND COMMENCEMENT

Graduation ceremonies are held two times per year, in June and December, under the guidance of the vice president for enrollment and student success.

The farewell address at graduation is presented by the recipient of the prestigious Milton W. Garfunkel Award. This student is chosen based on high academic performance, exceptional clinical application of chiropractic philosophy and principles, contribution to the college and involvement in extracurricular activities. The commencement speaker and the person giving the charge to the graduates are selected by the college administration.

STATEMENT OF STUDENT RIGHTS AND RESPONSIBILITIES

The following student rights are guaranteed by Federal and State law:

1. Freedom of inquiry, freedom of speech, and freedom of expression that is respectful or sensitive to the rights of individuals.

2. The right to assemble peaceably.

3. Freedom from unjust search and seizure of person or personal property.

4. Freedom from discrimination or harassment on the basis of sex, age, race, color, religion, gender, veteran status, national origin, sexual orientation or disability.

5. The right to privacy of confidential records in accordance with provisions of the Family Educational Rights and Privacy Act of 1974.

6. The right to due process.

Sherman College students are expected to always conduct themselves as professionals through their actions, manners, and dress. Those who fail to comply with the standards set by the college are subject to disciplinary action. Any student whose conduct demonstrates that he or she is not in accordance with the mission and objectives of the college and who is therefore unable to profit from the program will be dismissed from the college.

Non-academic student offenses are dealt with by the vice president for enrollment and student success. Academic offenses are dealt with by the provost. Clinic offenses are dealt with by the Clinical Affairs Committee.

STUDENT POLICIES

All students are required to be familiar with, and to faithfully observe, all college policies and procedures, as published on the college website at www.sherman.edu. These include policies for behavior, grooming and dress, and other matters crucial to the development of professionalism. The website also includes policies pertaining to such matters as tuition payments, refunds, academic requirements, satisfactory academic progress, scholarships, examinations, and many other aspects of life at Sherman College.

STUDENT GRIEVANCE POLICY

A grievance is a **formal written complaint** about the *conduct* of a student, or a member of the college faculty, staff or administration. A grievance may also be about, any *issues related to the quality or conduct of the educational program*. In the case of the latter type of grievance, the student must specifically cite the program requirement or policy that has allegedly been violated. For the complete policy, see Policy 8015 – Grievance (Complaint) Policy.

For unresolved complaints, the South Carolina Commission on Higher Education offers additional guidance for students who have exhausted the internal complaint process. Complaints of this nature can be addressed to:

SC Commission on Higher Education
Academic Affairs
Attn: Student Complaint
1122 Lady Street, Suite 400
Columbia, SC 2901

Email: submitcomplaint@che.sc.gov

POLICY ON UNAUTHORIZED ADJUSTING

Sherman College prohibits unauthorized or unsupervised adjusting utilizing any chiropractic technique on students, patients and/or family members.

Administering chiropractic adjustments, clinical management protocols or any other clinical chiropractic intervention without the direct supervision of approved Sherman College faculty is prohibited by students. This prohibition is in effect regardless of geographic location or legal jurisdictional regulations. Students may participate in missions' trips provided they do not administer a clinical chiropractic intervention (i.e. chiropractic adjustment or other management). This conduct standard does not apply to students who are trained and choose to participate in activities or events including mission trips where they will offer other health care services unrelated to chiropractic. The college has no responsibility for services rendered outside the scope of chiropractic care.

ALCOHOL, TOBACCO, ILLEGAL DRUG AND SUBSTANCE RESTRICTIONS

The possession, use, manufacture or distribution of illicit drugs of any kind is forbidden on the premises of the college. The possession, use or distribution of alcoholic beverages is forbidden on the premises of the college, except during college-sponsored events. In such cases, the event organizer must obtain prior written consent from the college president or their designee. Tobacco use is prohibited on the college campus. This includes cigars, cigarettes and smokeless tobacco products. For the complete policies, see Policy 8010 – Alcohol, Illegal Drug and Substance Restrictions and Policy 8013 – Tobacco Use.

An alcohol/drug abuse prevention program is available to students, faculty and staff. Appointments for drug abuse counseling may be made with the vice president for enrollment and student success. Consultations are confidential.

STUDENT CODE OF CONDUCT

The chiropractic profession strives to maintain the highest ethical standards. A chiropractic student should begin to manifest those ethical standards as soon as he or she makes the decision to become a doctor of chiropractic. The college expects, therefore, that students will maintain a strict moral code concerning honesty and will not tolerate violations of this code by fellow students. The college will not tolerate dishonesty, cheating, stealing, vandalism, or other similar offenses. Students are expected to always conduct themselves as professionals. Their behavior and actions within the community should reflect the objectives of the college.

The vice president for enrollment and student success deals with offenses outside the academic area. In cases of academic dishonesty, the provost has the authority to suspend or dismiss a student.

STUDENT CONDUCT REVIEW BOARD

The Student Conduct Review Board is one of the most distinguished committees at Sherman College. The board is comprised of student and faculty representatives.

The Student Code of Conduct shall serve as a guide to all at Sherman College of Chiropractic for the development of personal character and integrity based on the understanding that an adherence to truth ensures success in all aspects of life.

The fundamental principles of the code include:

(a) total abstinence from all forms of academic dishonesty;
(b) respectful use of college facilities; and
(c) compliance with established college policies.

Violation of any of these principles will elicit the appropriate disciplinary action as outlined in the Regulations of the Sherman College Student Code of Conduct.

APPEAL POLICY

An appeal is a request for an exception to college policy or is submitted to dispute a decision made by a faculty member, college committee or administrator regarding the *implementation of policy*. An appeal should not be confused with a grievance. An appeal is a request for *an exception to college policy* or is submitted *to contest a decision* made by a faculty member, college committee or administrator *regarding the implementation of policy*. For the complete policy, see Policy 8026 – Appeal.

ACADEMICS

Sherman College of Chiropractic is committed to presenting an instructional program that graduates doctors of chiropractic prepared to practice as primary health care providers having those clinical competencies requisite to entrance into the chiropractic profession. The Sherman College curriculum is a 14 academic quarter program specifically designed to offer, in appropriate sequence, courses that constitute the complete chiropractic education.

Because of the importance of all subjects offered and the order in which they are studied, the college publishes a sequenced course of study that will allow a student to complete the program in 14 quarters. To graduate, a student must complete all required courses and a minimum of 55 hours of elective courses with a minimum GPA of 2.0.

The college day begins at 8 a.m., Monday through Friday, with course offerings until 7 p.m. Some learning experiences are occasionally offered on weekends. The Sherman College Chiropractic Center is open at convenient hours for student interns. As much as possible, free periods are provided for personal study, library use, meals and extracurricular activities.

During the third and fourth academic years, students serve an internship in the Chiropractic Center, further developing their chiropractic skills through practical experience gained under the close supervision of licensed doctors of chiropractic. The chiropractic center experience is a major focus of the curriculum. It encompasses student and outpatient care and entails every aspect of practice, including case histories, physical and spinal examinations, spinal x-rays, diagnosis, report of findings, chiropractic adjustments, and case management. Well-equipped examining and adjusting rooms facilitate the practice experience of the student interns.

EVALUATION OF CLINICAL COMPETENCIES

Each intern is evaluated during the clinical program on knowledge, skill, attitude and practice competencies. This evaluation is completed in three parts.

1. The first part of the evaluation is a Clinic Entrance Examination administered as a co-requisite to the Pre-clinic course in eighth quarter. The purpose of this multi-part, written and practical examination is to determine the entry-level knowledge and skills of the intern. Interns must successfully complete all parts of this examination before entering the clinical program.

2. The second part of the evaluation is an on-going intern assessment conducted on a daily and quarterly basis. Interns are under direct supervision of licensed doctors of chiropractic throughout their clinic internship. The intern is evaluated in many areas, including record keeping, patient management, patient examination, diagnosis, spinal adjusting skills, ongoing clinical decision making and communication skills. All adjustments are administered under the supervision of licensed faculty doctors.

3. The third part of the evaluation is the Clinical Proficiency Examination, administered prior to graduation. This is a rigorous examination designed to determine the intern's mastery of the clinical competencies required to perform as a primary health care provider. This examination evaluates the intern in the areas of taking a case history, physical examination, NMS examination, diagnosis and case management.

EXAMINATIONS

Students are expected to take examinations at the scheduled time. The registrar will post a schedule of dates and times for final examinations each quarter well in advance of the examinations.

Grade Scale

The college's grading scale is as follows:

A	(90-100) indicates excellent work
B	(80-89) indicates good work
C	(70-79) indicates satisfactory work
F*	(0-69) indicates failure
I**	indicates incomplete work
P	indicates satisfactory performance in a pass/fail course
U	indicates unsatisfactory performance in a pass/fail course
N	indicates unsatisfactory performance for nonattendance
NF	indicates unsatisfactory performance for nonattendance in a pass/fail course
W	indicates withdrawal from a course after the drop/add period, but before the end of the 7th week of classes
WA***	indicates an administrative withdrawal
WP	indicates withdrawal from a course between weeks 7 and 9 with a passing grade
WF	indicates withdrawal from a course between weeks 7 and 9 with a failing grade
AU	audit

* All doctor of chiropractic courses require a grade of "C" or above to pass.

** An "I" is a temporary grade. The deferred work must be completed before the end of the subsequent quarter in order to receive credit. Failure to do so automatically converts the grade to an "F."

*** Students are responsible for meeting the requirements of all courses in which they are enrolled. If a student needs to withdraw from a course, several courses, or the college, he/she must fully complete the withdrawal process through the registrar's office. Failure to do so will result in an unsatisfactory grade in the respective course(s). However, under exceptional circumstances, a student may be withdrawn from a course or courses by an administrator. An administrative withdrawal may only be assigned by the provost and must include an explanation of the reason for the grade. The grade of "WA" will only be assigned in cases of academic/disciplinary action or documented emergencies and may not be used simply to avoid a failing grade in a course. The "WA" has no quality points and is not computed in the GPA.

Quality Points

Quality points are assigned as follows: A - 4, B - 3, C - 2, F - 0, N - 0, WF - 0, multiplied by the number of hours in the course. The grade point average (GPA) is computed by dividing the total quality points earned by the total hours attempted. Grades of I, P, U, NF, W, WA, WP, or AU are not included in the calculation of GPA.

Reports On Academic Progress

Grades are assigned and recorded for each course at the end of each quarter. Each student is issued a formal grade via their student portal. It is the student's responsibility to address academic deficiencies, if such occur, and to seek advice from administrators or faculty members on academic matters when problems or questions arise.

Transfer of Credits to Another Institution

The college can offer no guarantee that credits earned will transfer to another institution, as the transfer of credit is always the responsibility of the receiving institution.

ATTENDANCE POLICY

Successful completion of the doctor of chiropractic degree program requires a significant commitment of time for class work and outside study each day. Students are expected to attend all classes, laboratories, tutorials and seminars, and to complete all clinical requirements. Only complete attendance in all coursework will enable the student to fully develop the knowledge, skills, and attitudes needed to complete the program and become a successful doctor of chiropractic.

Instructors are required to take attendance at every scheduled class meeting whether hosted on campus or virtually. Each instructor must establish a maximum number of allowable absences for each course, within the range of 10 and 15 percent of the course hours, inclusive, and must publish the policies and procedures dealing with tardiness and absenteeism, including the maximum number of allowable absences for the course, in each course syllabus. An instructor may refuse entry into a class to a tardy student if such entry would disrupt the learning environment of the class.

Virtual attendance is at the instructor's discretion and is not guaranteed.

A student who exceeds the maximum allowable absences in a particular course, for any reason, will receive a grade of "N" for that course, which will be calculated as an "F" in the GPA and require the student to repeat the course. The "N" grade may not be appealed.

A student, who is absent from a class for any reason, is responsible for all course assignments and/or requirements. It is the student's responsibility to contact the instructor prior to the absence, if foreseen, or immediately following the absence, if unforeseen, to ensure that all requirements are met. The instructor may require documentation of an absence in determining if a student will be allowed to make up missed work or exams. It is also the student's responsibility to monitor class absences to ensure that he/she does not exceed the maximum allowed in the respective course.

Certain state boards require a minimum percentage for class attendance. Therefore, excessive absences may jeopardize a student's eligibility for licensure.

College sponsored or approved events

The college may at its discretion provide excused absences to students **who request and receive pre-approval** to attend certain eligible events (see below). The college may provide each student with excused absences for **up to three (3) calendar days per quarter**, which may not be accumulated or carried forward to successive quarters. A student wishing to receive an excused absence for an eligible event should contact the office of Academic Affairs for approval verification. See Policy 1041 – Attendance for a list of college-sponsored events.

LEAVE OF ABSENCE AND/OR WITHDRAWAL

When a student wishes to take a leave of absence or to withdraw from Sherman College, he/she must obtain the correct form(s) within Populi. It is the student's responsibility to complete the form(s) and obtain the necessary clearances. If a student fails to properly complete and submit the necessary form(s) and does not register for and attend classes by the fifth day of any given term, he/she will automatically be withdrawn from the college. When a student has ceased to attend classes within a term without providing official notification or expressed intent to withdraw or take leave, he/she will automatically be withdrawn at the end of the respective quarter.

A leave of absence is approved for a student who has completed at least one term at the college prior to the request and who is in good standing at the college. A student entering the college must complete a minimum of one term at the college prior to eligibility for a leave of absence. A student returning from a leave of absence, suspension or other separation from the college, must complete a minimum of one term at the college following their return to be eligible for a leave of absence. **A leave of absence may not exceed 180 days in any 12-month period. A leave of longer than 180 days in any 12-month period will become a withdrawal from the college.** A student returning from a leave of absence does so at the same status held prior to the leave, including receipt of college-based scholarships and awards.

A withdrawal from the college is an official separation from the institution and requires that the student re-apply for admission to the college, submit the current application fee and comply with the admission policies at the time of the re-application. A student who withdraws from the college or who has been administratively withdrawn from the college must also re-apply for financial aid and is not guaranteed that he/she will receive previous grants, loans and/or scholarships nor that all previous coursework at the college will be accepted, should he/she be re-admitted into the program.

A student who is not eligible for a leave of absence must withdraw from the college. A student who fails to complete the required form(s) or to receive the necessary clearances will be automatically coded as a withdrawal. A student who has not completed a term at the college or who has not completed a term at the college following a previous leave or separation will be required to withdraw rather than take a leave of absence. A student who leaves but who has not made satisfactory progress will be required to withdraw rather than take a leave of absence. A student on a leave of absence who does not return after three terms will be recoded as a withdrawal.

COURSE LOAD

The normal quarterly course load at Sherman College is between 300 and 420 clock hours of class, clinical training and/or laboratory per quarter. Class load reduction is permitted; however, the student should consult the financial information section of this *Catalog* for information on the financial arrangements for reduced class loads.

INDEPENDENT STUDY

Independent study is not always a suitable substitution for attendance in a regular classroom setting for most courses. In general, students are expected to complete the doctor of chiropractic degree curriculum as it is scheduled by quarter in this college Catalog. See Policy 1024 – Independent Study – for additional details.

PRE-REQUISITE OVERRIDES

Students requesting an override of a pre-requisite or a co-requisite to a course must submit a *Request for Override of Pre-requisite*. See Policy 1054 – Pre-requisite and Co-Requisite Overrides for additional details.

COURSE AUDIT

Auditing a course allows an individual the opportunity to participate in a learning experience without the expectation of completing course requirements (assignments, exams, etc.). However, as course assignments and exams enhance learning, students auditing a course are encouraged to complete all course requirements. Students auditing a course are expected to attend regularly and participate in class activities. Students are also expected to observe all college policies and requirements. A student may only audit a course in which all Pre-requisites have been met. A student who successfully audits a course will receive the grade of "AU," which does not contribute to the GPA or enrollment hours for the purposes of full-time study and financial aid.

Students are required to pay regular tuition for a course audit, with the following exceptions:

1. Students currently enrolled in the D.C. program may audit a course previously taken at the college or in which advanced placement was granted by the college at no charge.
2. Individuals graduating from Sherman College prior to January 1995 needing certification of postgraduate classroom attendance to obtain licensure in a state not previously open to Sherman College graduates will be allowed to audit classes at no cost.
3. Alumni of other institutions or Sherman College alumni requiring postgraduate classroom attendance to renew a lapsed license or to qualify for retaking state or national boards will be charged 50% of the current tuition rate. The college will provide the individual with a letter certifying completion of a specific number of in-class hours.

Students may indicate "audit" when selecting an elective course, or by emailing the registrar's office, and a grade of "AU" will be recorded for satisfactory completion. Once registered for a course, the student may not change from an audit to a credit status or vice versa, unless the change is made within the scheduled drop/add period.

Dean's List and President's List

Students attaining a GPA of at least 3.5 for any quarter will be entered on the Dean's List for that quarter. Students attaining a 4.0 GPA for any quarter will be entered on the President's List for that quarter.

Academic Standing, Warning, Probation and Dismissal

To meet satisfactory academic progress requirements, a student must maintain a quarterly and cumulative grade point average of 2.2 or above and must successfully complete a minimum of 180 clock hours per quarter. A student not meeting these criteria will be placed on the appropriate level of academic probation and on a reduced course load to increase the likelihood of the student achieving and maintaining satisfactory academic progress.

First-Quarter GPA Requirement

Students must achieve a GPA of at least 2.200 in their first* quarter in order to remain in good academic standing. Students not meeting this minimum first-quarter GPA requirement will move into the academic standing sequence as follows:

First-quarter GPA	Academic Standing Status
≥ 2.000 and < 2.200	Academic Warning
≥ 1.500 and < 2.000	Academic Probation
< 1.500	Academic Dismissal

Academic Warning

A student will be placed on Academic Warning when their cumulative GPA is below 2.200 for the first time, unless their first-quarter GPA has resulted in Academic Probation or Dismissal, as outlined above.

Academic Probation

A student will be placed on Academic Probation by earning a cumulative GPA of less than 2.200 at any point after having been placed on Academic Warning, or by earning a first-quarter GPA of at least 1.500 but less than 2.000, as outlined above.

Final Academic Probation

A student will be placed on Final Academic Probation by earning a cumulative GPA of less than 2.200 at any point after having been placed on Academic Probation.

Academic Dismissal

A student will be academically dismissed from the program when they:

- earn a cumulative GPA of less than 2.200 *at any point* after having been placed on Final Academic Probation, *or*
- fail to earn a GPA of 1.500 or higher in the first* quarter, *or*
- fail to successfully complete a course on his or her second attempt, *or*
- fail to comply with the individualized academic plan set forth by the college.

This stipulation applies to* **all *newly matriculated students, including transfer students.*

Academically dismissed students may appeal the dismissal within the first week of the quarter following the dismissal or apply for readmission following a six-month waiting period. See Policies 8026 (Appeal) or 2013 (Re-admission) for complete information.

Academic Plan

Students placed on Academic Probation or Final Academic Probation will be required to provide a written academic plan of action to the Academic Affairs Committee before the first Wednesday of the quarter immediately following the change in academic standing. The plan should outline in detail the student's plans for improving their academic performance.

The Academic Affairs Committee **may request** students placed on Academic Probation appear **in person** before the committee. Students placed on Final Academic Probation will be **required to appear** in person before the Academic Affairs Committee. Students appearing before the committee will be notified of the meeting date, time and location.

The committee will consider the student's plan of action, as well as any other accessible information, and may, at its discretion, append or revise the plan to include additional necessary remediation. The committee may also set forth conditions for continued enrollment to help ensure the student makes measured progress toward successful degree completion.

Retaking Failed, Dropped or Withdrawn Courses

A student may withdraw from and/or earn a grade of F or N in any given course only **once**. When a student enrolls in a course for the second time, the student must successfully complete and pass the course or be academically dismissed from the college. Repeating a course frequently results in unresolved schedule conflicts that lead to postponement of graduation. Therefore, all failed courses, or courses from which the student has dropped or withdrawn, must be repeated in the next term in which said courses are offered unless otherwise approved by the Office of Academic Affairs (OAA).

VA benefits for VA students not meeting Academic Progress

VA students are eligible for benefits during the warning period. In the event that SAP is not achieved by the end of the warning period, the college will notify VA and the student will not be eligible for benefits until he or she meets SAP requirements.

Students will have the opportunity to submit a written appeal for financial aid probation status under Title IV funds to the Financial Aid Committee. If successful in his or her appeal, after completing required documents with the Dept. of Education, the student will be eligible for Title IV funds during this period.

If a VA student is unsuccessful during final **academic** probation or his or her appeal for **academic** dismissal, the VA student may apply for re-admission following a six-month waiting period. However, VA will re-evaluate if the student remains eligible for VA benefits.

Additional counseling and tutorial assistance are available to VA students to resolve academic or other problems through VA.

English as a Second Language (ESL) Suspension

Any student who is unable to achieve satisfactory academic standing in the doctor of chiropractic program due to insufficient verbal or written English-language skills may be suspended from the program. In order to continue his or her enrollment, the student may be required to complete English-language courses necessary to enable him or her to successfully complete the program. The provost would make such a determination based on input from faculty members who have substantial opportunities to observe the student's command of verbal and written communication skills and ability to follow directions through daily interactions with the students, their class participation and course assessments. Faculty may report such communication challenges to the vice president for enrollment and student success or the provost. The student may be required to take more advanced TOEFL testing to verify the student's communicative ability to facilitate student placement at the appropriate level of instruction in English-language programs or ESL classes.

Administrative Withdrawal

The college reserves the right in its discretion to administratively withdraw or suspend a student for an indefinite period of time. Circumstances that may result in an administrative withdrawal include, but are not limited to, (1) situations or circumstances that the college determines to be a threat to the health or safety of students, faculty, administrators, vendors, visitors and/or third parties on college property, or (2) situations or circumstances that the college determines could have a risk of causing a substantial negative impact on the college and/or the student learning environment. The determination must be made by two senior administrators.

STUDENT RIGHTS/RESPONSIBILITIES CONCERNING ACADEMIC RECORDS

In accordance with federal regulations under the Family Educational Rights and Privacy Act (FERPA) of 1974, Sherman College maintains academic records on all students who attended Sherman College and Pennsylvania College of Straight Chiropractic. The college has enacted policies that afford students the rights mandated by FERPA and its amendments as they relate to academic records. Under this act, students have the right to:

A. Inspect and review educational records
B. Amend educational records
C. Exert some control over the disclosure of information from educational records. Educational records are all those records that:
    1. Contain information that is directly related to a student.
    2. Are maintained by an educational agency or institution or by a party acting for the agency or institution.

College policy provides for the complete confidentiality of academic records. Information from a student's academic record will not be disclosed to anyone outside of the college without the student's authorization. However, information regarding a student's academic record may be made available to authorized personnel of the institution and/or persons acting in compliance with a judicial order.

ACADEMIC RECORD RETENTION

Student educational records are categorized as either academic or non-academic. Academic records pertain to the student's academic program and include the unabridged chronological history of admission and progress within the program. These records contain admission correspondence, high school and pre-chiropractic college transcripts, grade reports, transfer credit evaluations, advisor reports, copies of President's/Dean's Lists letters, probation, suspension and/or dismissal letters, the student's complete academic history, registration, drop/add, grade change forms, and miscellaneous correspondence between the student and the college.

The permanent academic record is the total chronological listing of the student's qualitative and quantitative achievements and is maintained indefinitely. Peripheral documents from the academic file are maintained for a minimum of five years after the last date of attendance.

In keeping with FERPA, educational records do not include records of instructional, supervisory, administrative and educational personnel, which are in their sole possession and are not revealed to any other person. Nor do they include the unofficial educational records maintained by mentors. These records, consisting of student grade reports, correspondence relating to the student's academic progress and academic standing, are not official student records and are not subject to review by the student.

The registrar maintains, monitors and controls access to academic records. In addition to the registrar and registrar staff, all or selected documents from an academic file may be accessed by the president, provost, vice president for enrollment and student success, the director of institutional effectiveness and accreditation and the director of financial aid. When hearing an appeal initiated by a student, the members of the Academic Affairs Committee and/or Administrative Council may also have access to certain student records.

For information on intern record and non-academic record retention, please see Policy 1043 – Records Maintenance.

GRADUATION REQUIREMENTS

While the college monitors student progress toward degree completion, the student is solely responsible to complete all degree requirements. For the complete policy, please refer to Policy 1021 – Graduation Requirements.

- The college requires satisfactory completion of all courses for the doctor of chiropractic degree.
- A minimum of 55 hours of elective courses with a minimum grade point average of 2.0 required for graduation.

Before the college grants a degree, candidates for graduation must be cleared in the following areas:

1. All tuition, fees and other bills must be paid to the college business office.
2. The provost must give clearance indicating that all academic requirements have been met.
3. The dean of clinic operations and outreach must give clearance indicating that all clinic requirements have been fulfilled.
4. All materials borrowed through the college library must be returned.

NATIONAL BOARD OF CHIROPRACTIC EXAMINERS

To be eligible to sit for National Board exams Parts I, II, III and PHT, students must have successfully completed or be concurrently enrolled in the college's list of prescribed courses for Parts I, II, III and PHT.

For details about a particular state's licensure requirements, please contact that state's licensing board, or visit the Federation of Chiropractic Licensing Boards (FCLB) web site at www.fclb.org. The FCLB recommends contacting state boards directly for the most up-to-date information on licensing requirements.

CURRICULUM

DESIGNATED COURSE NUMBERS

Courses are designated by an alphanumeric identifier to facilitate computerizing credit and grade records, and to provide positive identification.

Prefix	General Subject
ANAT	Anatomy
BUSI	Business Practices
CLIN	Clinic
DIAG	Diagnosis
FMLY	Children, Family, and Perinatal Care
PAPH	Pathology, Microbiology and Public Health
PHIL	Philosophy
PHCH	Physiology and Chemistry
RADI	Radiology
RSCH	Research
TECH	Chiropractic Technique

First Digit	
5	First Year Course
6	Second Year Course
7	Third Year and Clinics
8	Elective Courses

The course numbers serve only for identification and do not necessarily represent the sequence in which courses are offered. Course identifications are subject to change as necessary.

Certain courses are pre-requisites for subsequent courses. A student must earn a passing grade in the pre-requisite course before proceeding to the subsequent course.

Some courses are co-requisites for other courses. A student must successfully complete a co-requisite no later than the successful completion of the course for which it serves as a co-requisite.

Students earn a grade (A, B, C, or F) for all courses completed unless otherwise designated. A grade of C or higher is required for all courses in the doctor of chiropractic degree program. See *Grade Scale*.

STANDARD SCHEDULE

4,724 Total Classroom Hours (Including 55 Hours of Electives)

The quarterly course schedule for doctor of chiropractic degree students is predetermined and must be completed in the proper sequence. The college reserves the right to modify this schedule as necessary. Students whose schedules must be altered for personal or academic reasons will be placed on special schedule, which will result in the postponement of graduation.

First Quarter ‡			CL	CR
ANAT 5101	Anatomy & Physiology	*	33	3
ANAT 5102	Histology & Embryology	**	44	4
ANAT 5103	Osteology and Arthrology with Lab (33/22)	*	55	4
BUSI 5110	Welcome to the Chiropractic Profession (Online)	**	22	2
PHCH 5161	Biochemistry I	*	55	5
PHIL 5170	Philosophy I		44	4
PHIL 5171	Chiropractic History		11	1
RADI 5190	X-Ray Physics (Hybrid)	**	22	2
TECH 5130	Static Palpation and Spinal Anatomy	*	55	5
			341	***30***

Second Quarter ‡			CL	CR
ANAT 5202	Head and Neck Anatomy with Lab (33/11)	*	44	3.5
ANAT 5203	Musculoskeletal Anatomy with Lab (33+22)	*	55	4
PAPH 5251	Microbiology I	*	44	4
PHCH 5261	Biochemistry II	*	55	5
PHIL 5272	Philosophy II		33	3
RADI 5261	Radiographic Anatomy	**	33	3
RSCH 5220	Introduction to Evidence-Informed Practice	**	11	1
TECH 5230	Spinal Biodynamics I	*	44	4
TECH 5231	Muscle Palpation	**	33	3
			352	***30.5***

Third Quarter ‡			CL	CR
ANAT 5302	Neuroanatomy I	*	55	5
ANAT 5401	Thoracic, Abdominal & Pelvic Anatomy w/ Lab (33/11)	*	44	3.5
PAPH 5351	General Pathology	*	33	3
PHCH 5353	Nutrition	*	44	4
PHCH 5361	GI/Renal Physiology	*	33	3
TECH 5330	Spinal Biodynamics II		44	4
TECH 5331	Motion Palpation	**	44	4
TECH 5332	Toggle		22	2
			319	***28.5***

Fourth Quarter ‡			CL	CR
ANAT 5402	Neuroanatomy II w/Lab (66/11)	*	77	6.5
ANAT 5403	Neurovascular Anatomy		22	2
PAPH 5452	Microbiology II	*	44	4
PHCH 5460	Neuro & Muscle Physiology	*	55	5
PHCH 5463	Cardiopulmonary Physiology	*	44	4
PHIL 5470	Upper Cervical Rationale (Online)		22	2
RSCH 5420	Evidence-Informed Practice II		11	1
TECH 5430	Neurofunctional Assessment I		33	3
TECH 5431	Toggle and Adjustive Thrust		22	2
			330	***29.5***

Fifth Quarter ‡			CL	CR
DIAG 6131	Physical Exam I	**	33	3
DIAG 6133	Lab Interpretation I	**	33	3
PAPH 6132	Neuropathology	*	33	3
PAPH 6150	Systemic Pathology	*	55	5
PHCH 6161	Endocrine and Reproduction	*	44	4
RADI 6190	Hard Tissue Pathology I	**	33	3
RADI 6191	Thoracic-Lumbopelvic Radiographic Analysis	**	33	3
TECH 6130	Thoracolumbar Technique	**	44	4
			308	***28***

Sixth Quarter ‡			CL	CR
BUSI 6210	Professional Communications		22	2
DIAG 6231	Physical Exam II	**	33	3
DIAG 6232	Orthopedic Exam of the Spine	**	55	5
DIAG 6233	Lab Interpretation II	**	33	3
DIAG 6234	Neurological Examination		55	5
DIAG 6235	Case History & Differential Diagnosis	**	44	4
RADI 6290	Hard Tissue Pathology II	**	33	3
RADI 6291	Thoracic-Lumbopelvic Radiographic Positioning		33	3
TECH 6230	Pelvic Technique	**	44	4
			352	***32***

Seventh Quarter ‡			CL	CR
BUSI 6310	Patient Communications		44	4
DIAG 6332	Clinical Dis-ease	**	55	5
DIAG 6334	Orthopedic Exam of Extremities	**	55	5
RADI 6390	Cervical Radiographic Analysis		33	3
RADI 6391	Cervical Radiographic Positioning	**	33	3
RADI 6392	Soft Tissue Pathology	**	44	4
TECH 6330	Cervical Technique	***	44	4
TECH 6331	Upper Cervical Technique		44	4
			352	***32***

Eighth Quarter ^			CL	CR
CLIN 6420	Entrance Exam		22	2
CLIN 6421	Pre-Clinic		44	4
CLIN 6422	Emergency Procedures & BBP	**	33	3
DIAG 6440	Rehabilitation Theory	±	55	5
FMLY 6460	Childhood and Perinatal Clinical Foundations	**	33	3
FMLY 6480	Pediatric and Perinatal Analysis		33	3
PHIL 6470	Subluxation Theories	**	44	4
RADI 6490	Radiology Report Writing	**	22	2
TECH 6430	Sherman System Review		33	3
			319	***29***

Ninth Quarter			CL	CR
CLIN 716	Emergency Procedures & BBP	**	44	4
CLIN 718	Student Clinic		44	4
DIAG 712	Dermatology / Toxicology	**	33	3
DIAG 713	Clinical Case Management I (Visceral)	***	44	4
DIAG 714	Diagnosis Review I (Online)	***	33	3
PAPH 710	OBGyn	**	33	3
PHIL 710	Subluxation Theories	**	44	4
FMLY 7180	Perinatal & Pediatric Adjusting		33	3
RADI 710	X-Ray Lab	***	22	2
			330	***30***

Tenth Quarter			CL	CR
CLIN 722	Clinic I		120	5
DIAG 720	Pediatrics / Geriatrics	**	44	4
DIAG 722	Public Health and Wellness (Online)	**	44	4
DIAG 724	Clinical Case Management II (HN)	***	44	4
RADI 720	X-Ray Review	**	44	4
RADI 722	X-Ray Positioning III	**	11	1
RSCH 722	Clinical Application of Evidence-Informed Practice (Online)		11	1
DIAG 721	Rehabilitation Theory (44/11)	^	55	4.5
			373	***27.5***

Eleventh Quarter			CL	CR
BUSI 730	Practice Management		33	3
BUSI 734	Coding and Compliance		22	2
BUSI 735	Ethics & Jurisprudence		22	2
BUSI 736	Office Operations and Procedures		22	2
CLIN 730	Clinic II		180	8
DIAG 730	Clinical Case Management III (Trunk)		44	4
DIAG 731	Applied Rehabilitation (55/11)	^	66	5.5
			389	***26.5***

Twelfth Quarter		CL	CR
CLIN 740	Clinic III	204	9
DIAG 743	Upper Extremity Diagnosis & Management	55	5
DIAG 744	Lower Extremity Diagnosis & Management	55	5
PHIL 740	Media Communications	44	4
		358	***23***

Thirteenth Quarter		CL	CR
CLIN 750	Clinic IV	240	10
CLIN 752	Exit Exam	44	4
DIAG 750	Extremity Diagnosis & Mgmt. Case Review	11	1
		295	***15***

Fourteenth Quarter (select one)		CL	CR
BUSI 8110	Practice Management Observation Elective	264E	12
CLIN 8113	Clinic V	240E	10
CLIN 8150	Sports Chiropractic Practicum Elective	240E	10
FMLY 8120	Clinical Pediatric & Perinatal Elective	240E	10

* COURSE REQUIRED FOR NBCE PART I
** COURSE REQUIRED FOR NBCE PART II
*** COURSE REQUIRED FOR NBCE PART III
^ COURSE REQUIRED FOR NBCE PHT

^120 HOURS OF INSTRUCTION IN PHYSIOTHERAPY MUST BE SUCCESSFULLY COMPLETED BEFORE APPLYING FOR THE NBCE PHYSIOTHERAPY EXAM

NOTE: The college reserves the right to modify this schedule as necessary.

Course Descriptions

Anatomy

ANAT 5101 – Anatomy and Physiology **33 Hours**

A comprehensive overview of the body's organ systems, including a review of the anatomy and physiology of each system.

ANAT 5102 – Histology and Embryology **44 Hours**

Examines the microscopic anatomy of cells and tissues, along with the development of the human body up to the fetal stage.

ANAT 5103 – Osteology and Arthrology with Lab **55 Hours**

Examines the human skeleton, including bones, anatomical features, joints, ligaments, articulations, and associated movements.

ANAT 5202 – Head and Neck Anatomy with Lab **44 Hours**

Explores the gross anatomy of the head and neck, including muscles, cranial nerves, and special sensory organs. *Pre-requisite: ANAT 5102 Histology and Embryology*.

ANAT 5203 – Musculoskeletal Gross Anatomy with Lab **55 Hours**

Explores the myology of the skeleton and body wall, emphasizing muscle structure, nerve innervation, and associated movements. *Pre-requisites: ANAT 5102 Histology and Embryology, ANAT 5202 Head and Neck Anatomy with Lab.*

ANAT 5302 – Neuroanatomy I **55 Hours**

Introduces the nervous system and neural tissue, with emphasis on the anatomy of the peripheral nervous system (PNS), autonomic nervous system (ANS), and sensory receptors. Examines the structure and function of the brain's ventricles and the meninges. *Pre-requisites: ANAT 5102 Histology and Embryology.*

ANAT 5401 – Thoracic, Abdominal, & Pelvic Anatomy with Lab **44 Hours**

Exploration of gross and surface anatomy, focusing on the organs of the thorax, abdomen, and pelvis. Includes discussion of blood supply, innervation, and embryological development. *Pre-requisites: ANAT 5101 Anatomy and Physiology.*

ANAT 5402 – Neuroanatomy II with Lab **77 Hours**

A detailed examination of gross and microscopic anatomy of all brain regions, with emphasis on the neural circuitry. Focus on the neuroanatomy of sensory and motor pathways essential for normal function. *Pre-requisites: ANAT 5202 Head and Neck Anatomy with Lab, ANAT 5302 Neuroanatomy I.*

ANAT 5403 – Neurovascular Anatomy **22 Hours**

Study of spinal nerve anatomy and peripheral pathways, including plexuses. Emphasis on dermatomes, neural innervation patterns, and vascular supply to the appendages. *Pre-requisites: ANAT 5302 Neuroanatomy I, ANAT 5401 Thoracic, Abdominal, & Pelvic Anatomy with Lab.*

Business

BUSI 5110 – Welcome to the Chiropractic Profession (Online) **22 Hours**

Introduces foundational concepts essential for aspiring chiropractors, offering insights into their roles as healthcare providers and community contributors. Emphasis is placed on developing a resilient mindset to navigate the demands of the chiropractic curriculum, along with basic budgeting skills tailored to student life and essential time management techniques. Core principles of professionalism are also introduced, focusing on ethical conduct, effective communication, and the application of professionalism across various contexts.

BUSI 6210 – PROFESSIONAL COMMUNICATIONS **22 HOURS**

Develops foundational public speaking skills for both live and virtual environments, with a focus on persuasive communication in healthcare contexts. Provides a structured approach to crafting and delivering impactful presentations, empowering students to speak with confidence and authority. Culminates in the creation and delivery of a compelling health talk that demonstrates mastery of effective communication techniques.

BUSI 6310 – PATIENT COMMUNICATIONS **44 HOURS**

An exploration of new patient onboarding, the use of engaging scripts across all phases of care, and the implementation of an effective referral process are emphasized. Communication strategies are developed to enhance patient interaction and support the growth of a chiropractic practice. *Pre-requisite: BUSI 6210 Professional Communications.*

BUSI 730 – PRACTICE MANAGEMENT **33 HOURS**

This course is designed to prepare the chiropractic student for the realities of opening and maintaining a successful chiropractic practice. Sound business principles are stressed, with emphasis on building and maintaining a referral practice. Goal setting, planning, obtaining financing, patient management, taxes, insurance, and principles of investment are covered. The practice management portion of this course provides an introduction to the basics of management applicable to chiropractic practice. Students develop purpose statements and goals for their practices, build an organization structure to meet their purposes and learn how to manage by statistics. *Pre-requisite: CLIN 643 Pre-Clinic*.

BUSI 735 – ETHICS AND JURISPRUDENCE **22 HOURS**

This course provides an in-depth look at the ethical and legal responsibilities of doctors of chiropractic and health care providers. The course includes legal considerations include state regulation, malpractice issues, contracts and business law. The course also includes boundary issues and the avoidance of medical and chiropractic errors. The course introduces the confidentiality requirements of patient protected health information under the Health Insurance Portability and Accountability Act (HIPAA). *Pre-requisite: CLIN 643 Pre-Clinic.*

BUSI 736 – OFFICE PROCEDURES AND OPERATIONS **22 HOURS**

This course is designed to provide students with an introduction to procedures required for chiropractic practice and small business operation. Students will be introduced to Federal, State and local regulations regarding proper office operations, procedures, staff training as well as the proper use of chiropractic billing software and Electronic Health Records. This course will further introduce students to real practice scenarios and how to translate office procedures into automated systems. *Co-requisites: BUSI 730 Practice Management and BUSI 734 Coding and Compliance.*

BUSI 8110 – PRACTICE MANAGEMENT OBSERVATION ELECTIVE **264 HOURS**

This elective lecture/assignment/field-observation course directs qualifying student through a structured field experience observing chiropractic practice management procedures including: patient consultation, record-keeping, third-party pay and reporting, doctor-patient relationship, patient education and public relations. Through weekly discussions and required journal submissions, the course challenges students to reflect upon their field observations and compare, contrast and evaluate these experiences with course readings and class discussion. The course assists students in the development of viable, effective practice management policies and procedures for their future practices through careful review of best practices and observation in the field. *Pre-requisites: First attempt successful completion of CLIN 722 Clinic I, CLIN 730 Clinic II, CLIN 740 Clinic III, CLIN 750 Clinic IV. This is a pass/fail course.*

CLINIC

CLIN 6420 – ENTRANCE EXAM **22 HOURS**

An overview of key subject material to prepare for the Clinic Entrance Examination. Successful completion of the examination is required to progress into Student Clinic. *Pre-requisites: All Q7 courses. Co-requisites: All Q8 courses.*

CLIN 6421 – PRE-CLINIC **44 HOURS**

Prepares the student for the clinical internship. Students receive instruction correlating and integrating information from the case history, patient examination and x-ray examination into the clinical impression. Chiropractic Center policies and procedures and record keeping requirements are covered in detail. Students are trained in the use of the electronic health record (EHR) system. *Pre-requisites: All Q7 courses. Co-requisites: All Q8 courses.*

CLIN 6422 – EMERGENCY PROCEDURES & BLOOD-BORNE PATHOGENS **33 HOURS**

A comprehensive review of essential principles and practices related to emergency response and infection control in clinical settings. Emphasis is placed on developing a foundational understanding of life-saving procedures, safety protocols, and the physiological impact of infectious diseases within healthcare environments. *Co-requisite: The student enrolled in Student Clinic must present proof of certification in CPR prior to the completion of the course. The certification may not have been completed more than six months prior to the first day of this course. This is to ensure current certification upon entry into clinic.*

CLIN 716 – EMERGENCY PROCEDURES & BLOOD-BORNE PATHOGENS **44 HOURS**

This lecture/demonstration and practical exercise course presents practical instruction in rendering emergency first aid and basic life support. The student must demonstrate proficiency in cardiopulmonary resuscitation on the adult, child and infant. The course included instruction in the emergency treatment of hemorrhages, fractures, dislocations, shock, heat exhaustion, burns, seizures and poisoning. The course includes the application of bandages and splinting. The safe and proper use of heart defibrillators is reviewed. The safe handling of body fluids is discussed in relation to the prevention of the transmission of infection from blood-borne pathogens. The etiologies of blood-borne pathogens, such as HIV and Hepatitis B and C, and their effects on the systems of the body, are also covered. *Pre-requisite: DIAG 632 Cardio Diagnosis. Co-requisite: The student enrolled in Student Clinic must present proof of certification in CPR prior to the completion of the course. The certification may not have been completed more than six months prior to the first day of this course. This is to ensure current certification upon entry into clinic.*

CLIN 718 – STUDENT CLINIC **44 HOURS**

In this first practical clinic course, the intern must apply the information and skills learned in the basic and clinical sciences to the care of other students and their adult family members. Interns gain experience in an actual practice setting, applying their training in spinal analysis, correlation, and synthesis by taking case histories, performing examinations, including x-ray and instrumentation, and spinal adjusting. The student intern works under the close supervision of licensed clinic faculty doctors. *Pre-requisites: All Q1 – Q8 courses. Co-requisites: All Q9 courses.*

CLIN 722 – CLINIC I **120 HOURS**

Student interns in Clinic I are expected to demonstrate proficiency in a number of clinical competencies in order to increase their level of responsibility in decision-making and application of procedures. The student intern must meet the established quarter requirements for this clinic. *Pre-requisites: CLIN 644 Entrance Exam, CLIN 718 Student Clinic.*

CLIN 730 – CLINIC II **180 HOURS**

Student interns in Clinic II are expected to demonstrate proficiency in a number of clinical competencies in order to increase their level of responsibility in decision-making and application of procedures. The student intern must meet the established quarter requirements for this clinic. *Pre-requisite: CLIN 722 Clinic I.*

CLIN 740 – CLINIC III **204 HOURS**

Student interns in Clinic III are expected to demonstrate proficiency in a number of clinical competencies in order to increase their level of responsibility in decision-making and application of procedures. In addition, student interns in Clinic III are required to attend a weekly two-hour laboratory lead by a clinical faculty member. The student intern must meet the established quarter requirements for this clinic. *Pre-requisite: CLIN 730 Clinic II.*

CLIN 750 – CLINIC IV **240 HOURS**

Student interns are expected to demonstrate clinical competency through sound patient management under the supervision of licensed faculty doctors. Student interns in Clinic IV are expected to assume an even greater level of responsibility in decision-making and application of patient care procedures. The student intern must meet the established quarter requirements for this clinic. *Pre-requisite: CLIN 740 Clinic III.*

CLIN 752 – CLINIC PROFICIENCY EXAMINATION (EXIT EXAM) **44 HOURS**

This course provides an overview and review of selected subject material in preparation for the Clinical Proficiency Examination. Students utilize and review their knowledge from previous courses and demonstrate the ability to identify and integrate clinically significant information. Relevance of case history, physical findings, lab data and imaging studies in decision-making is emphasized. Various sections of the Clinic Proficiency Examination may be administered during this class. Interns must pass the Clinic Proficiency Examination in order to advance to Clinic 830 Senior Intern.

The Clinical Proficiency Examination is administered to students enrolled in Clinic 750. (Interns in Clinic 750 must sit the exam during that quarter unless they have not completed sufficient coursework.) Interns must pass the exam with a grade of C or better in order to receive a diploma.

All sections of the Clinical Proficiency Examination must be successfully completed with a minimum grade of C (70%). If a student fails five or more stations, he/she will receive a grade of F and must re-enroll in Clinic 752 the following quarter. If a student fails up to four stations of the Clinical Proficiency Examination, failed portion(s) of the exam will be rescheduled and must be completed within two weeks of the examination. No retake exams will be scheduled until at least one week after the exam in order to allow for remediation. Station examiners will arrange specific times for re-testing. The highest grade a student may receive on retake exams is a C (70%). Any student who does not pass one or more portions/stations after two attempts will be required to repeat Clinic 752. *Pre-requisites: CLIN 740 Clinic III, DIAG 714 Diagnosis Review I, RADI 720 X-ray Review. Co-requisite: CLIN 750 Clinic IV.*

CLIN 8120 – CLINIC V **240 HOURS**

Student interns in Clinic V are expected to demonstrate a minimum of very basic understanding in broad programmatic and CCE-Metacompetency Outcomes to demonstrate emerging responsibility in decision-making and application of procedures. The student intern must meet the established quarter requirements for this clinic. *Pre-requisite: CLIN 750 Clinic IV. This is a pass/fail course.*

CLIN 8150 – SPORTS CHIROPRACTIC PRACTICUM ELECTIVE **240 HOURS**

This course immerses students in real-world clinical environments focused on the care of athletes and physically active individuals through the Sports Outreach Program. Under the guidance of a licensed doctor of chiropractic, students gain hands-on experience in vertebral subluxation correction for injury prevention, biomechanical assessment, and on-site care. The practicum emphasizes subluxation-based, salutogenic model, evidence-informed, patient-centered decision-making and ethical practice to optimize neuromusculoskeletal health and athletic performance. Students will actively engage in interdisciplinary collaboration, accurate documentation, and outcome-driven care while representing the chiropractic profession in collegiate, public schools, and community sports settings. *Pre-requisites: CLIN 750 Clinic IV, CLIN 8840 Sports Chiropractic for the Subluxation-Based Chiropractor. This is a pass/fail course.*

CLIN 8820 – ORTHOGONAL MODEL UPPER CERVICAL APPLICATION **33 HOURS**

This course gives an in-depth look at the Orthogonal Model of subluxation analysis and adjustment of the craniocervical junction. It explores various analysis and adjustment protocols of this region utilizing gentle and specific approaches and applications of force for the chiropractic adjustment of upper cervical subluxation. Students will be exposed to multiple application techniques in Orthogonal Model Upper Cervical specific chiropractic and apply these considerations in relation to subluxation detection and correction in chiropractic practice. *Pre-requisite: CLIN 722 Clinic I, TECH 6331 Upper Cervical Technique and either: TECH 8810 Atlas Orthogonal, TECH 8912 Orthospinology Procedures, TECH 8915 Pierce Results System – Basic, or TECH 8916 Thompson Technique. This is a pass/fail course.*

CLIN 8840 – SPORTS CHIROPRACTIC FOR THE SUBLUXATION-BASED CHIROPRACTOR 33 HOURS

This course immerses students in real-world clinical environments focused on the care of athletes and physically active individuals through the Sports Outreach Program. Under the guidance of a licensed doctor of chiropractic, students gain hands-on experience in vertebral subluxation correction for injury prevention, biomechanical assessment, and on-site care. The practicum emphasizes subluxation-based, salutogenic model, evidence-informed, patient-centered decision-making and ethical practice to optimize neuromusculoskeletal health and athletic performance. Students will actively engage in interdisciplinary collaboration, accurate documentation, and outcome-driven care while representing the chiropractic profession in collegiate, public schools, and community sports settings. *Pre-requisite: CLIN 722 Clinic I. Co-requisite: DIAG 731 Applied Rehabilitation. This is a pass/fail course.*

DIAGNOSIS

DIAG 6131 – PHYSICAL EXAMINATION I 33 HOURS

Introduce and perform case history and physical assessments of the heart, lungs, abdomen, ears, and male genitalia. Includes recognition of anatomical landmarks, inspection, palpation, percussion, and auscultation techniques with emphasis placed on normal versus abnormal findings that may indicate the need for referral to specialists. *Pre-requisite: ANAT 5403 Neurovascular Anatomy.*

DIAG 6133 – LAB INTERPRETATION I 33 HOURS

Focuses on the physiological and diagnostic significance of laboratory findings, emphasizing the distinction between normal and abnormal structure and function. Develops skills in interpreting diagnostic test results—particularly complete blood counts (CBC), immunohematology, and urinalysis—in the context of blood and metabolic disturbances. *Pre-requisites: PAPH 5251 Microbiology I, PAPH 5351 General Pathology, PAPH 5452 Microbiology II, PHCH 5361 GI/Renal Physiology. Co-requisite: PHCH 6161 Endocrine and Reproductive Physiology.*

DIAG 6231 – PHYSICAL EXAM II 33 HOURS

Perform physical exams of the head and neck including the thyroid, eye, and lymph nodes. Measure and interpret vital signs including blood pressure, respiration, heart rates, temperature, and pulse points. Emphasis placed on normal versus abnormal findings that may indicate the need for referral to specialists. *Pre-requisites: ANAT 5401 Thoracic, Abdominal & Pelvic Anatomy with Lab, DIAG 6131 Physical Exam I.*

DIAG 6232 – ORTHOPEDIC EXAM OF THE SPINE 55 HOURS

Focuses on the etiology, presentation, evaluation, and management of disorders affecting the axial musculoskeletal system. Emphasizes the integration of orthopedic examination findings with case history and physical assessment to support clinical decision-making. Students learn to identify, select, and perform appropriate orthopedic tests based on patient presentation, with a focus on developing accurate working diagnoses and effective management plans. Contraindications to spinal adjustments are also examined. *Pre-requisite: PHCH 5460 Neuro & Muscle Physiology. Co-requisite: DIAG 6235 Case History & Differential Diagnosis.*

DIAG 6233 – LAB INTERPRETATION II 33 HOURS

Continues from Laboratory Diagnosis I with a focus on interpreting laboratory results related to blood chemistries and coagulation. Emphasizes the clinical significance of values from standard biochemical panels and coagulation tests, distinguishing between normal and abnormal findings. Highlights the diagnostic implications of abnormal results and guides appropriate follow-up testing to support accurate diagnosis of underlying pathologies. *Pre-requisites: DIAG 6133 Lab Interpretation I, PHCH 5361 GI/Renal Physiology, PHCH 6161 Endocrine and Reproduction.*

DIAG 6234 – NEUROLOGICAL EXAMINATION **55 HOURS**

Focuses on the etiology, presentation, evaluation, and management of disorders affecting the axial nervous system, including assessment of the eyes and cranial nerves. Emphasizes the integration of examination findings with case history and physical assessment to support clinical reasoning. Students learn to identify, select, and perform appropriate neuromusculoskeletal tests based on patient presentation. Special attention is given to developing accurate working diagnoses, determining effective management strategies, and recognizing contraindications to spinal adjustments. *Pre-requisites: ANAT 5302 Neuroanatomy I, ANAT 5402 Neuroanatomy II with Lab.*

DIAG 6235 – CASE HISTORY AND DIFFERENTIAL DIAGNOSIS **44 HOURS**

Develops the ability to obtain a comprehensive patient health history, with emphasis on patient confidentiality and the legal responsibilities of record documentation. Involves extracting complete and relevant case history information to support a systematic approach to diagnosis. Enhances clinical reasoning by differentiating between conditions appropriate for chiropractic care, those requiring co-management with other healthcare providers, and those that fall outside the scope of chiropractic practice and require referral. *Pre-requisites: PAPH 6150 Systemic Pathology, DIAG 6131 Physical Exam I. Co-requisite: DIAG 6232 Orthopedic Exam of the Spine.*

DIAG 6332 – CLINICAL DIS-EASE **55 HOURS**

A study of the clinical manifestations, etiologies, and mechanisms of disease processes as they affect the organ systems of the human body. *Pre-requisites: PAPH 6150 Systemic Pathology, DIAG 6231 Physical Exam II, DIAG 6233 Lab Interpretation II, DIAG 6235 Case History and Differential Diagnosis.*

DIAG 6334 – ORTHOPEDIC EXAM OF EXTREMITIES **55 HOURS**

Focused in the etiology, presentation, evaluation, and management of disorders involving the appendicular nervous and musculoskeletal systems. Instruction includes conducting and interpreting orthopedic examinations, with integration of findings from case histories and physical assessments. Competency in identifying, selecting, and performing appropriate orthopedic tests and procedures based on specific complaints or clinical presentations is required. Emphasis is placed on recognizing critical information essential for developing a working diagnosis and determining appropriate management strategies. *Pre-requisites: DIAG 6232 Orthopedic Exam of the Spine, DIAG 6234 Neurological Examination.*

DIAG 6440 – REHABILITATION THEORY (ONLINE) **55 HOURS**

Examine the foundational principles behind active and passive patient care within therapeutic settings. Emphasis is placed on the clinical application of physical agents and rehabilitation strategies, integrating both theoretical and practical perspectives. The curriculum supports the development of a conceptual framework for understanding therapeutic equipment, physiological responses, and the role of rehabilitative exercise in comprehensive treatment planning. *Pre-requisites: ANAT 5401 Thoracic, Abdominal, & Pelvic Anatomy with Lab, PHCH 5460 Neuro & Muscle Physiology.*

DIAG 712 – DERMATOLOGY/TOXICOLOGY **33 HOURS**

This course is a review of the anatomy and physiology of the skin and of the clinical presentation, diagnosis and treatment of dermatological conditions including infections, allergic reactions, tumors and a variety of skin lesions, with close attention their relationship to other body malfunctions. The course also focuses on deleterious chemical compounds including drug compounds, the classification of various poisons by their symptomatology, antidotes and immediate case management. The toxic effects and risks of alcohol, cigarettes, drugs and narcotics are discussed.

DIAG 713 – CLINICAL CASE MANAGEMENT I (VISCERAL) **44 HOURS**

This course focuses on assessment, diagnosis, and appropriate management of patient cases that include multiple conditions, risk factors and/or psychosocial disorders. All elements of doctor-patient interaction are reviewed and discussed including history taking, physical examination, diagnostic studies, development of a diagnosis and determination and implementation of an appropriate management plan. Students apply their knowledge using case study instruction. *Pre-requisites: CLIN 643 Pre-Clinic, DIAG 540 Case History.*

DIAG 714 – DIAGNOSIS REVIEW I (ONLINE) **33 HOURS**

This course provides a review and integration of all diagnosis courses utilizing case study instruction with particular emphasis on developing appropriate case management plans. *Pre-requisite: CLIN 640 Clinical Reasoning.*

DIAG 720 – PEDIATRICS/GERIATRICS **44 HOURS**

This course focuses on normal and abnormal human development during the early and later stages of life. The course covers the developmental milestones of childhood. The course considers common disorders of infancy, childhood, adolescence and of the aged including consideration of the physical and psychological needs of each age group. Particular emphasis is placed on the unique presentations involved in the chiropractic care of children and the aged. Required off campus interactive events are scheduled to provide experience with interaction with the elderly. *Pre-requisites: PHCH 543 Nutrition, PHCH 6161 Endocrine and Reproductive Physiology.*

DIAG 721 – REHABILITATION THEORY **55 HOURS**

This 55-hour lecture/lab course introduces the concepts needed for understanding and implementing active and passive patient care programs. Topics include theories and use of therapeutic modalities in a clinical setting, including thermographies, various electrical modalities, ultrasound, traction, light therapy and bracing and taping procedures. It is designed to allow the student to develop working knowledge of the physics and function of the equipment as well as the physiological effects, indications and contraindications for each of the modalities. *Pre-requisites: ANAT 624 Integration of Human Anatomy, PHCH 6160 Neuro & Muscle Physiology.*

DIAG 722 – PUBLIC HEALTH AND WELLNESS (ONLINE) **44 HOURS**

This course assists the student in the application of public health concepts, tools and behaviors in chiropractic practice. The emphasis is on disease prevention and health promotion in the chiropractic practice, and at the local community, state and national levels. *Pre-requisite: PAPH 621 Microbiology II.*

DIAG 724 – CLINICAL CASE MANAGEMENT II (HEAD AND NECK) **44 HOURS**

This course focuses on assessment, diagnosis, and appropriate management of patient cases that include multiple conditions, risk factors and/or psychosocial disorders. All elements of doctor-patient interaction are reviewed and discussed including history taking, physical examination, diagnostic studies, development of a diagnosis and determination and implementation of an appropriate management plan. Students apply their knowledge using case study instruction. *Pre-requisites: DIAG 640 Clinical Diagnosis and Case Management II, DIAG 713 Clinical Case Management I (Visceral).*

DIAG 730 – CLINICAL CASE MANAGEMENT III (TRUNK) **44 HOURS**

This course focuses on assessment, diagnosis, and appropriate management of patient cases that include multiple conditions, risk factors and/or psychosocial disorders. All elements of doctor-patient interaction are reviewed and discussed including history taking, physical examination, diagnostic studies, development of a diagnosis and determination and implementation of an appropriate management plan. Students apply their knowledge using case study instruction. *Pre-requisites: DIAG 640 Clinical Diagnosis and Case Management II, DIAG 724 Clinical Case Management II (Head and Neck).*

DIAG 731 – APPLIED REHABILITATION **66 HOURS**

This 66-hour lecture/lab course introduces functional examinations of the spine, as well as stretching and exercise interventions for the axial and appendicular skeletons. Through observation and development of practical hands-on evaluation, students will learn plans for patient education of spinal hygiene. This course will use all concepts from Rehabilitation Theory in order to develop clinically appropriate passive and active care plans to aid in the correction and maintenance of subluxation correction. Heavy emphasis will be placed on patient home care. In addition, this course adds exercise rehabilitation aspects to augment various care programs. Topics covered in this course include basic aspects of fitness, static and dynamic postural analysis, stretching and strengthening exercise. Equipment utilized in this course includes gym balls, wobble boards, low-tech rehabilitation devices, elastic tubing, body weight exercises and hand weights. Critical thinking will be a vital component to lab activities as students learn to integrate these exercises into active and passive care plans. *Pre-requisite: DIAG 721 Rehabilitation Theory.*

DIAG 743 – UPPER EXTREMITY DIAGNOSIS & MANAGEMENT **55 HOURS**

This course focuses on upper extremity assessment, diagnosis, and appropriate management of patient cases that include multiple conditions, risk factors and/or psychosocial disorders. All elements of doctor-patient interaction are reviewed and discussed including history taking, physical examination, diagnostic studies, supportive care, development of a diagnosis and determination and implementation of an appropriate management plan including chiropractic adjustments. *Pre-requisites: CLIN 640 Clinical Reasoning, DIAG 633 Ortho-Neuro II, DIAG 731 Applied Rehabilitation.*

DIAG 744 – LOWER EXTREMITY DIAGNOSIS & MANAGEMENT **55 HOURS**

This course focuses on lower extremity assessment, diagnosis, and appropriate management of patient cases that include multiple conditions, risk factors and/or psychosocial disorders. All elements of doctor-patient interaction are reviewed and discussed including history taking, physical examination, diagnostic studies, supportive care, development of a diagnosis and determination and implementation of an appropriate management plan including chiropractic adjustments. *Pre-requisites: CLIN 640 Clinical Reasoning, DIAG 540 Case History, DIAG 633 Ortho-Neuro II, DIAG 731 Applied Rehabilitation.*

DIAG 750 – EXTREMITY DIAGNOSIS & MANAGEMENT CASE REVIEW **11 HOURS**

This course focuses on extremity assessment, diagnosis, and appropriate management of patient cases that include multiple conditions, risk factors and/or psychosocial disorders. All elements of doctor-patient interaction are reviewed and discussed including history taking, physical examination, diagnostic studies, supportive care, development of a diagnosis and determination and implementation of an appropriate management plan including chiropractic adjustments through review of clinical cases and patient presentation. *Pre-requisites: CLIN 640 Clinical Reasoning, DIAG 743 Upper Extremity Diagnosis and Management, DIAG 744 Lower Extremity Diagnosis and Management.*

DIAG 8830 – PELVIC AND PROSTATE EXAMINATIONS* **11 HOURS**

This course is designed to prepare the student to perform pelvic and prostate examinations and to recognize abnormal findings. Proper examination techniques, positioning and the maintenance of patient modesty will be discussed and practiced. *Pre-requisites: DIAG 634 Physical Examination II, PAPH 710 Obstetrics/Gynecology.*

*Note: This course is required for California state licensure.

CHILDREN, FAMILY, AND PERINATAL CARE

FMLY 6460 – CHILDHOOD AND PERINATAL CLINICAL FOUNDATIONS **33 HOURS**

This course examines normal human development from infancy through adolescence, with an emphasis on childhood diagnoses and clinical presentation across developmental ages. It includes a focused study of human gestation, highlighting physiological changes affecting the expectant mother and fetus, as well as prenatal care, common obstetric examination procedures used, preparation for delivery, and postnatal care of both mother and infant. The course addresses developmental milestones and common physical and psychological conditions of infancy, childhood, and adolescence. Special emphasis is placed on the clinical presentation of childhood conditions, including red flags, differential diagnosis, and sound clinical decision-making in chiropractic care of children and expectant mothers. *Pre-requisites: ANAT 5401 Thoracic, Abdominal, & Pelvic Anatomy with Lab, PAPH 5351 General Pathology, PHCH 6161 Endocrine & Reproduction*

FMLY 6480 – EARLY LIFE AND PERINATAL ANALYSIS **33 HOURS**

This course explores the knowledge and clinical competencies essential for evaluating children and perinatal patients. Emphasis is placed on case history development, examination procedures, and the analysis of vertebral subluxation within these populations. This course integrates philosophical perspectives with practical application, supporting skill development in palpation, assessment, and patient interaction specific to early life stages.

FMLY 7180 – EARLY LIFE AND PERINATAL ADJUSTING **33 HOURS**

This course provides students with knowledge and skills for the analysis and correction of vertebral subluxations in pregnant patients and children. This class includes specific adjusting procedures, examination techniques, history considerations, patient education, office set-up and philosophical applications. The practical portion of the course provides the student with hands-on practice in palpation, examination techniques and adjusting procedures. *Pre-requisites: TECH 5331 Motion Palpation, TECH 6230 Pelvic Technique, TECH 6331 Upper Cervical Technique.*

FMLY 7380 – FAMILY-CENTERED PRACTICE MANAGEMENT **22 HOURS**

Examines the development and management of a family-centered chiropractic practice, including the creation of sequential care plans and modifications for patients with special considerations. Focuses on enhancing communication skills—both verbal and non-verbal—related to vertebral subluxation-centered chiropractic care. *Pre-requisite: FMLY 7180 Early Life and Perinatal Adjusting.*

FMLY 8120 – CLINICAL APPLICATIONS IN FAMILY CARE **240 HOURS**

The Pediatric and Perinatal Clinical Elective class allows senior level interns who meet requirements and are approved to help with children, family, and perinatal care in the Chiropractic Center to work with lower-quarter interns in the Chiropractic Center with pediatric and perinatal patients under the supervision of a case doctor. Duties include assisting lower-quarter interns in case analysis, plan of care and patient management. The intern will be able to continue to provide care to these populations while also helping lower quarters. They will get firsthand experience with more complex cases that are managed in the Chiropractic Center. The interns will help with family-centered patient education in and outside of the Chiropractic Center, further improving their patient education skills. The practical portion of the course provides the students with hands-on practice in palpation, examination techniques and adjusting procedures. Interns will have interactions with other chiropractors, doulas, lactation professionals, midwives and OB offices to better learn how to co-manage and network for a family-centered practice. *Pre-requisites: FMLY 817 Advanced Pediatric and Perinatal Technique, FMLY 818 Perinatal Care and Management.*

FMLY 8831 – ADVANCED FAMILY CARE TECHNIQUES **44 HOURS ELECTIVE**

This lecture/practical course (9/24) provides students with additional knowledge and skills for the analysis and correction of vertebral subluxations in children. This class includes specific adjusting procedures, examination techniques, history considerations, patient education, office set-up and philosophical applications. The practical portion of the course provides the student with hands-on practice in palpation, examination techniques and adjusting procedures. The class includes advanced techniques for the pediatric and perinatal populations in relation to a family-centered chiropractic practice. *Pre-requisites: DIAG 720 Pediatrics and Geriatrics, FMLY 7180 Perinatal and Pediatric Adjusting.*

FMLY 8832 – PERINATAL CARE AND MANAGEMENT **33 HOURS ELECTIVE**

This course covers care and management of perinatal patients in the family-centered chiropractic practice. Students will be exposed to and apply chiropractic considerations in relation to preconception, prenatal, postnatal and menstruation in the operation of a family-centered chiropractic practice. The course includes information on care, co-management, and appropriate referral to other healthcare professionals in the realm of perinatal care. *Pre-requisite: PAPH 710 Obstetrics/Gynecology.*

PATHOLOGY, MICROBIOLOGY AND PUBLIC HEALTH

PAPH 5251 – MICROBIOLOGY I **44 HOURS**

Examines major human pathogenic bacteria, emphasizing their roles in ecological and biological cycles and their impact on both healthy and diseased states of the body. Introduces key immunological concepts and explores the immune system's role in disease processes.

PAPH 5351 – GENERAL PATHOLOGY **33 HOURS**

Introduces the fundamental changes associated with disease processes, including cellular adaptation, cell injury and death, neoplasia, inflammation and tissue repair, hemodynamic and thrombotic disorders, genetic and congenital disorders, and environmental and nutritional diseases. *Pre-requisites: ANAT 5102 Histology and Embryology.*

PAPH 5452 – MICROBIOLOGY II **44 HOURS**

Examination of major pathogenic viruses, prions, fungi, and parasites, along with their interactions with hosts. Focus on microbial virulence, host immunity, epidemiology, and strategies for disease control and prevention. *Pre-requisites: PAPH 5251 Microbiology I.*

PAPH 6132 – NEUROPATHOLOGY **33 HOURS**

Builds on foundational knowledge from Neuro and Muscle Physiology by exploring neuropathology through an integrated, case-based approach. Emphasizes the functional impact of neurological disorders and their clinical relevance. *Pre-requisites: ANAT 5202 Head and Neck Anatomy w/ Lab, ANAT 5402 Neuroanatomy II w/ Lab, PHCH 5460 Neuro and Muscle Physiology.*

PAPH 6150 – SYSTEMIC PATHOLOGY **55 HOURS**

Examines the changes that occur in the body's organs and tissues as a result of disease. Focusing on major organ systems, students will explore how different diseases develop, how they affect the body, and how these changes are identified. The course provides a foundation for understanding the effects of illness at the organ and system level. *Pre-requisites: PAPH 5351 General Pathology, PHCH 5361 GI/Renal Physiology.*

PAPH 710 – OBSTETRICS/GYNECOLOGY **33 HOURS**

This course covers human gestation from conception through parturition. It includes a study of physiological considerations concerning the expectant mother and fetus relative to spinal care, preparation for delivery and postnatal care of the infant. The course includes a study of the common physical problems, risks and disorders of conception, pregnancy and the postpartum period. A review of the anatomy, physiology and pathology of the female reproductive organs, and changes during puberty and menopause, are also included.

PHYSIOLOGY AND BIOCHEMISTRY

PHCH 5161 – BIOCHEMISTRY I **55 HOURS**

Introduces the four principal types of biomolecules—carbohydrates, proteins, lipids, and nucleic acids—and their roles in cellular structure and function. Basic thermodynamic and enzymatic principles are presented, along with general concepts of biochemical pathways and their regulation. This foundational knowledge lays the groundwork for more advanced study in biochemical processes.

PHCH 5261 – BIOCHEMISTRY II **55 HOURS**

Presents the central catabolic and anabolic pathways of the body, with emphasis on their regulation and integration to develop an understanding of the metabolic logic of living organisms. Highlights the specific metabolic functions of vitamins and minerals, along with essential nutritional concepts. *Pre-requisite: PHCH 5161 Biochemistry I.*

PHCH 5353 – NUTRITION **44 HOURS**

Examines major food categories, digestive physiology, and the metabolic utilization of absorbed biomolecules. Explores the chemistry of vitamins and minerals and their biochemical interactions with enzymes. Discusses nutritional deficiencies, toxicities, and management strategies through the use of case studies. *Pre-requisite: PHCH 5261 Biochemistry II.*

PHCH 5361 – GI/ RENAL PHYSIOLOGY **33 HOURS**

Explores the functions of the gastrointestinal and renal systems, focusing on fluid balance and pH regulation. The gastrointestinal component covers the processes and regulation of ingestion, digestion, and absorption, while the renal section examines ultrastructural functions, fluid regulation, and acid-base balance. *Pre-requisites: ANAT 5101 Anatomy and Physiology, ANAT 5102 Histology and Embryology, PHCH 5161 Biochemistry I.*

PHCH 5460 – NEURO & MUSCLE PHYSIOLOGY **55 HOURS**

Focuses on the integrated functions of the nervous and muscular systems, emphasizing the physiological mechanisms that underlie neural communication, muscle activity, and systemic regulation. Highlights the dynamic relationship between structure and function and examines how these systems adapt in response to physical activity and training. *Pre-requisites: ANAT 5301 Musculoskeletal Anatomy w/ Lab, ANAT 5302 Neuroanatomy I.*

PHCH 6161 – ENDOCRINE AND REPRODUCTIVE PHYSIOLOGY **44 HOURS**

Explores the normal function of endocrine tissues, focusing on hormonal regulation, individual hormone actions, and reproductive physiology. Introduces common disease states affecting endocrine function, emphasizing the clinical relevance of hormonal imbalances and dysfunctions. *Pre-requisites: PHCH 5261 Biochemistry II, PHCH 5361 GI/Renal Physiology.*

PHCH 6162 – CARDIOPULMONARY PHYSIOLOGY **44 HOURS**

Provides a comprehensive study of the interrelationship between the cardiovascular and respiratory systems in maintaining homeostasis with clinical applications in chiropractic care. It examines the role of the heart as a blood pump, the intrinsic mechanisms of cardiac function, hemodynamics, and the regulatory processes involved in circulation. The curriculum also covers pulmonary ventilation, pulmonary volumes and capacities, gas exchange, and the transport mechanisms for oxygen and carbon dioxide. Additionally, the course explores the adaptive responses of both systems to physical exertion and various environmental stressors. *Pre-requisites: ANAT 5401 Thoracic, Abdomen and Pelvic Anatomy w/ Lab, PHCH 5361 GI/Renal Physiology, PHCH 5460 Neuro & Muscle Physiology.*

PHILOSOPHY

PHIL 5170 – PHILOSOPHY I **44 HOURS**

Explores how individuals develop their worldviews and encourages personal reflection. Examines the distinctions between inductive and deductive reasoning and their relevance to chiropractic philosophy and healthcare. Introduces the Simple Cycle as a philosophical model for understanding life and health from a chiropractic perspective. Explores the interaction between the educated and innate mind/brain and its influence on healthcare decisions. Highlights the role of chiropractors and the significance of chiropractic within healthcare, emphasizing the philosophy of Sherman College of Chiropractic.

PHIL 5171 – CHIROPRACTIC HISTORY **11 HOURS**

Examines the historical development of the chiropractic profession through scientific, philosophical, clinical, political, sociological, and educational perspectives. *Co-requisite: PHIL 5170 Philosophy I.*

PHIL 5272 – PHILOSOPHY II **33 HOURS**

Focuses on 'The Thirty-Three Principles of Chiropractic' as presented in Chiropractic Philosophy by Joseph Strauss, D.C., F.C.S.C., and in Articles 23 and 24 of R.W. Stephenson's Chiropractic Textbook. Designed to prepare learners to discuss these principles and explain their connections to chiropractic's ADIO worldview, metaphysics, and vitalism. Emphasizes effective communication as a principled chiropractor, highlighting the value of chiropractic care within the third paradigm and its impact on practice metrics. *Pre-requisite: PHIL 5170 Philosophy I.*

PHIL 5470 – UPPER CERVICAL RATIONALE (ONLINE) **22 HOURS**

Examines the foundational reasoning behind emphasizing upper cervical subluxation correction, integrating both philosophical perspectives and physiological principles to support clinical decision-making. *Pre-requisites: ANAT 5302 Neuroanatomy I, PHIL 5272 Philosophy II, TECH 5330 Spinal Biodynamics II, TECH 5331 Palpation III. Co-requisite: ANAT 5402 Neuroanatomy II with Lab.*

PHIL 6470 – SUBLUXATION THEORIES **44 HOURS**

This course is concerned with vertebral subluxation and the various hypotheses that have been proposed to support its existence. The course includes a thorough review of both past and present scientific research literature to broaden student understanding of scientifically based chiropractic theories. *Pre-requisites: PAPH 6132 Neuropathology, PHCH 5460 Neuro and Muscle Physiology, PHIL 5272 Neuro & Muscle Physiology, PHIL 5470 Upper Cervical Rationale (Online).*

PHIL 710 – SUBLUXATION THEORIES **44 HOURS**

This course is concerned with vertebral subluxation and the various hypotheses that have been proposed to support its existence. The course includes a thorough review of both past and present scientific research literature to broaden student understanding of scientifically based chiropractic theories. *Pre-requisites: PHIL 530 Philosophy III, PHCH 610 Neuro and Muscle Physiology, PHCH 612 Neuropathophysiology. Co-requisite: DIAG 713 Clinical Case Management I (Visceral).*

PHIL 740 – MEDIA COMMUNICATIONS **44 HOURS**

This explores effective means of communication, developing the skills needed to communicate chiropractic principles effectively and accurately, utilizing all forms of media, including newspaper, radio, television and Internet. *Pre-requisite: PHIL 710 Subluxation Theories.*

RADIOLOGY

RADI 5190 – X-RAY PHYSICS (HYBRID) **22 HOURS**

Introduces the principles of x-ray production, interactions with matter, and image formation in both plain film and digital radiography. Examines the properties of x-rays, including their uses, potential hazards as ionizing radiation, and procedures for minimizing patient exposure.

RADI 5261 – RADIOGRAPHIC ANATOMY **33 HOURS**

Introduces the identification of bony anatomical structures as viewed on radiographs. Emphasizes the study of normal spinal anatomy to build a foundation for more advanced radiology courses. *Pre-requisites: RADI 5190 X-Ray Physics, TECH 5130 Spinal Anatomy and Palpation. Co-requisite: ANAT 5201 Osteology and Arthrology with Lab.*

RADI 6190 – HARD TISSUE PATHOLOGY I **33 HOURS**

First in a two-part series focused on recognizing and interpreting hard tissue pathology through radiographic imaging. Emphasizes identifying deviations from normal anatomy that may indicate pathological conditions or contraindications for specific chiropractic techniques. Introduces advanced imaging modalities such as CT and MRI. *Pre-requisites: PAPH 5351 General Pathology, RADI 5261 Radiographic Anatomy.*

RADI 6191 – THORACIC-LUMBOPELVIC RADIOGRAPHIC ANALYSIS **33 HOURS**

First in a two-part series focused on recognizing and interpreting hard tissue pathology through radiographic imaging. Emphasizes identifying deviations from normal anatomy that may indicate pathological conditions or contraindications for specific chiropractic techniques. Introduces advanced imaging modalities such as CT and MRI. *Pre-requisites: PAPH 5351 General Pathology, RADI 5261 Radiographic Anatomy.*

RADI 6290 – HARD TISSUE PATHOLOGY II **55 HOURS**

Second of a two-part series that focuses on the recognition and interpretation of hard tissue pathology as presented on radiographs. The course is designed to aid the student in learning to recognize deviations from norms which constitute possible pathological conditions and/or contraindications for the use of certain chiropractic adjustive techniques. *Pre-requisite: RADI 6190 Hard Tissue Pathology I.*

RADI 6291 – THORACIC-LUMBOPELVIC RADIOGRAPHIC POSITIONING **33 HOURS**

Introduces proper operating procedures of radiographic equipment with practical procedures necessary to obtain analytical quality chiropractic imaging of the thoracic spine, lumbar spine and pelvis. *Pre-requisite: RADI 5261 Radiographic Anatomy.*

RADI 6390 – CERVICAL RADIOGRAPHIC ANALYSIS **33 HOURS**

Introduction to chiropractic visual and line analysis utilizing radiographs of the cervical spine to obtain radiographic listings of vertebral misalignments. Utilization of the Cone-Beam Computed Tomography (CBCT) in the chiropractic clinical setting will be introduced. *Pre-requisite: RADI 6191 Thoracic-Lumbopelvic Radiographic Analysis.*

RADI 6391 – CERVICAL RADIOGRAPHIC POSITIONING **33 HOURS**

Introduction to practical procedures necessary to obtain analytical quality imaging of the cervical spine. *Pre-requisite: RADI 6191 Thoracic-Lumbopelvic Radiographic Positioning.*

RADI 6392 – SOFT TISSUE PATHOLOGY **44 HOURS**

Examines the diagnostic interpretation of radiographs of the various systems and organs of the body utilizing various imaging modalities for gaining a familiarity with soft tissue diagnostic imaging for the purpose of assessment and referral. *Pre-requisites: RADI 5261 Radiographic Anatomy, DIAG 6131 Physical Exam I.*

RADI 6490 – RADIOLOGY REPORT WRITING **22 HOURS**

The culmination of knowledge and skills gained in previous radiology courses will guide the application of x-ray interpretation and reading skills to compose appropriate radiological reports. *Pre-requisites: RADI 6290 Hard Tissue Pathology II, RADI 6392 Soft Tissue Pathology.*

RADI 710 – X-RAY LAB **22 HOURS**

This course requires the student to apply x-ray analysis and reading skills through directed practice requiring the integration of knowledge and skills achieved in all the preceding x-ray courses. In addition, the course provides the student with a practical opportunity to work with varying x-ray factors to achieve optimum film quality. This course requires multiple radiology case studies. *Pre-requisite: RADI 642 Soft Tissue X-ray Pathology.*

RADI 720 – X-RAY REVIEW **44 HOURS**

This course is designed to review material the previous soft and hard tissue x-ray courses and to practice pathology recognition in preparation for licensing examination. *Pre-requisite: RADI 710 X-ray Lab.*

RADI 722 – X-RAY POSITIONING III **11 HOURS**

This course focuses on proper patient positioning procedures for upper and lower extremity radiographs and other specialized views. The course reviews normal anatomy, normal variants and anomalies. *Pre-requisites: RADI 542 Radiographic Anatomy, RADI 633 X-ray Physics*.

RADI 8820 – APPLICATIONS OF CLINICAL RADIOLOGY **44 HOURS ELECTIVE**

This course is designed to instruct the student in the integration and application of comprehensive radiology information in a practical setting. This course will provide the student with the opportunity to gain advanced knowledge, skills and practical experience in x-ray procedures. This course is specifically designed to prepare the student to function as an XRI under reduced supervision. *Pre-requisites: RADI 636 Cervical Spine X-ray Positioning, RADI 640 Radiographic Analysis II.*

RESEARCH

RSCH 5120 – INTRO TO EVIDENCE-INFORMED PRACTICE **11 HOURS**

Introduces methods for accessing research through hardcopy and electronic resources, emphasizing the importance of peer-reviewed publications. Highlights the tools and services available at the Learning Resources Center and provides an overview of key databases such as ICL, PubMed, MANTIS, and CINAHL. Assigned literature searches support the development of research skills. Critical thinking and the identification of logical fallacies are introduced and progressively developed.

RSCH 5420 – EVIDENCE-INFORMED PRACTICE II **11 HOURS**

Introduces key principles of evidence-informed practice, emphasizing the application of critical thinking and scientific reasoning in clinical decision-making. Develops the ability to interpret research findings and engage in collaborative, patient-centered care without requiring advanced statistical computation. *Pre-requisite: RSCH 5120 Intro to Evidence-Informed Practice.*

RSCH 722 – CLINICAL APPLICATION OF EVIDENCE INFORMED PRACTICE (ONLINE) **11 HOURS**

This 11-hour course will focus on the practical application of evidence-informed practice. Students will conduct literature reviews, apply PICO and patient-centered shared decision making, and apply the principles of informed consent. Literature addressing the reliability and validity of chiropractic procedures will be searched by students in the context of actual patients. Students will develop subluxation-centered care plans for wellness patients, and care plans for patients presenting with specific health concerns. *Pre-requisite: RSCH 632 Evidence Informed Practice II. Co-requisites: CLIN 722 Clinic I, CLIN 730 Clinic II, CLIN 740 Clinic III, CLIN 750 Clinic IV or CLIN 810 Clinic V.*

INSTITUTIONAL POLICY ON TECHNIQUE

Chiropractic techniques and procedures are tools used in fulfilling the chiropractic objective of locating, analyzing and correcting vertebral subluxations.

Chiropractic techniques in the Sherman College program may be included in the "core" technique curriculum, if in the opinion of the faculty they are useful in the location, analysis, and correction of vertebral subluxations. The faculty will select techniques which will accommodate a majority of the student population, with considerations for size, strength, and agility, as well as the stated chiropractic objective.

When technique packages contain procedures which are directed toward the location, analysis and correction of vertebral subluxations and contain procedures directed toward other objectives, the faculty may select the appropriate procedures for inclusion in the program while omitting those procedures deemed inappropriate for inclusion.

The faculty may elect to present techniques and/or procedures which are incongruent with the technique objective of Sherman College if there is an overriding national objective dictating the necessity of inclusion in the program. In these instances, the material may be presented in a classroom setting for informational purposes and will not be included as approved procedures in the clinical setting.

CHIROPRACTIC TECHNIQUE

TECH 5130 – STATIC PALPATION AND SPINAL ANATOMY **55 HOURS**

Focuses on the study of the human spine, emphasizing the osteology of the occiput, cervical, thoracic, and lumbar regions, as well as the sacrum, pelvis, vertebral discs, and spinal curves. Serves as an introduction to the art and skill of palpation, with particular attention to developing tactile examination techniques for identifying hard tissue spinal structures.

TECH 5230 – SPINAL BIODYNAMICS I **44 HOURS**

Examines the development and classification of spinal joints, including common anomalies. Provides a brief review of articular surfaces and introduces related ligaments, muscle attachments, blood supply, spinal nerves, and the connection between the spinal cord and spine. Serves as essential foundational knowledge for subsequent courses in radiology, palpation, and adjusting techniques. *Pre-requisite: TECH 5130 Static Palpation and Spinal Anatomy. Co-requisite: TECH 5231 Muscle Palpation.*

TECH 5231 – MUSCLE PALPATION **33 HOURS**

Develops student proficiency in palpatory examination of spinal structures by building on previously acquired bony palpation skills and integrating muscle palpation techniques. Emphasizes identification of hard tissue landmarks and detailed muscle palpation methodology. Introduces various chiropractic listing systems through lecture and hands-on instruction. Relevant components of the spinal examination utilized in the Sherman College Chiropractic Center are also introduced. *Pre-requisite: TECH 5130 Static Palpation and Spinal Anatomy. Co-requisite: TECH 5230 Spinal Biodynamics I.*

TECH 5330 – SPINAL BIODYNAMICS II **44 HOURS**

Reviews spinal anatomy and introduces the physiology and biomechanics of the spine and pelvis, with primary emphasis on normal spinal function. Includes relevant considerations of pathological and traumatic physiology. Focuses heavily on spinal and pelvic biomechanics, with an introduction to spinal kinematics that builds on prior coursework and lays the foundation for future study in radiology, palpation, and adjusting techniques. *Pre-requisite: TECH 5230 Spinal Biodynamics I. Co-requisite: TECH 5331 Motion Palpation.*

TECH 5331 – MOTION PALPATION **44 HOURS**

Continues the development of digital sensitization and muscle coordination skills essential for motion palpation of spinal structures and assessment of specific vertebral malpositions. Introduces and evaluates spinal and pelvic kinematics. Reinforces the Sherman System of listings by integrating bony, muscular, and motion palpation findings. *Pre-requisites: TECH 5130 Static Palpation and Spinal Anatomy, TECH 5231 Muscle Palpation. Co-requisite: TECH 5330 Spinal Biodynamics II.*

TECH 5332 – TOGGLE **22 HOURS**

Introduces the physical conditioning required to develop proper muscle coordination for chiropractic technique courses at Sherman College. Emphasizes foundational movement patterns and neuromuscular control essential for effective manual therapy.

TECH 5430 – NEUROFUNCTIONAL ASSESSMENT I **33 HOURS**

Introduces the techniques for performing, recording and interpreting thermographic instrumentation readings and leg length inequality assessments. Practical work is conducted to establish and interpret neurological interference patterns and the correlation of other spinal examination findings to determine the presence of pattern using global and detailed analysis. *Pre-requisites: PHIL 5272 Philosophy II, TECH 5330 Spinal Biodynamics II, TECH 5331 Motion Palpation.*

TECH 5431 – TOGGLE AND ADJUSTIVE THRUST **22 HOURS**

Continues the development of physical conditioning and neuromuscular coordination essential for performing toggle recoil and other adjustive thrusts taught at Sherman College. Combines lecture and hands-on lab work to reinforce technique and precision. *Pre-requisite: TECH 5332 Toggle.*

TECH 6130 – THORACOLUMBAR TECHNIQUE **44 HOURS**

Instruction in Full Spine adjusting methods, focusing on the development of skills for applying specific techniques to the cervical and thoraco-lumbar spine. Emphasis is placed on analysis protocols, x-ray and palpation considerations, and the execution of the adjustive thrust. The procedures taught reflect those utilized in the Sherman College Chiropractic Center. *Pre-requisite: TECH 5330 Spinal Biodynamics II, TECH 5331 Motion Palpation, TECH 5431 Toggle and Adjustive Thrust. Co-requisite: RADI 6191 Thoracic-Lumbopelvic Radiographic Analysis.*

TECH 6230 – PELVIC TECHNIQUE **44 HOURS**

Centered on full spine adjusting methods, with emphasis on analysis protocols, application techniques, and considerations for x-ray and palpation. Skill development includes the application of specific adjusting methods for the pelvis. The adjusting procedures presented align with those practiced in the Sherman College Chiropractic Center. *Pre-requisites: TECH 5330 Spinal Biodynamics II, TECH 5331 Motion Palpation, TECH 5431 Toggle and Adjustive Thrust, RADI 6191 Thoracic-Lumbopelvic Radiographic Analysis. Co-requisite: RADI 6291 Thoracic-Lumbopelvic Radiographic Positioning.*

TECH 6330 – CERVICAL TECHNIQUE **44 HOURS**

Focuses on the understanding and application of cervical and cervico-thoracic adjusting techniques, incorporating analysis, radiographic evaluation, and palpation. Emphasizes clinical reasoning and precision in technique selection and execution. *Pre-requisites: TECH 5330 Spinal Biodynamics II, TECH 5331 Motion Palpation, TECH 5431 Toggle and Adjustive Thrust. Co-requisite: RADI 6390 Cervical Radiographic Analysis.*

TECH 6331 – UPPER CERVICAL TECHNIQUE **44 HOURS**

Integrates side posture and knee-chest adjustment set-ups to emphasize the proper use of toggle recoil and drop-in/get away techniques for upper cervical subluxation correction. Focus areas include patient placement, contact points, thrust/toggle mechanics, and doctor stance. Incorporation of x-ray analysis, spinal examination findings, and pattern analysis enhances certainty in identifying upper cervical listings and evaluating care outcomes. *Pre-requisites: TECH 5330 Spinal Biodynamics II, TECH 5331 Motion Palpation, TECH 6130 Thoracolumbar Technique. Co-requisite: RADI 6390 Cervical Radiographic Analysis.*

TECH 6430 – SHERMAN SYSTEM REVIEW **33 HOURS**

Provides hands-on experience in refining spinal examination procedures and technique set-ups through structured review and practice. Emphasis is placed on enhancing precision, consistency, and confidence in clinical performance. All components of spinal assessment and technique application are revisited to support skill development in a laboratory setting. *Pre-requisites: TECH 5430 Neurofunctional Assessment I, TECH 6130 Thoracolumbar Technique, TECH 6230 Pelvic Technique, TECH 6331 Upper Cervical Technique; Co-requisite: CLIN 6421 Pre-Clinic.*

TECH 8810 – ATLAS ORTHOGONAL **24 HOURS ELECTIVE**

This 24-hour lecture/laboratory course covers the atlas orthogonal technique's approach to adult case management, focusing on the correction of the upper cervical subluxation complex. Emphasis is placed on x-ray procedures and analysis, and patient placement for vectored atlas instrument adjustments using Atlas Orthogonal Technique protocols. *Pre-requisite: RADI 636 Cervical Spine X-ray Positioning.*

TECH 8811 – GONSTEAD TECHNIQUE **33 HOURS ELECTIVE**

This course provides students with more advanced study and application of Gonstead chiropractic technique. Students continue hands-on study and practice with x-ray analysis, instrumentation, palpation, table selection, patient positioning and adjustment set-ups. Students will develop skills in the specific application of Gonstead technique relative to adjusting procedures utilized in the Chiropractic Center. *Pre-requisites: RADI 640 X-ray Analysis II, TECH 634 Full Spine III.*

TECH 8812 – BLAIR TECHNIQUE ANALYSIS AND ADJUSTING **33 HOURS ELECTIVE**

This 33-hour elective lecture/laboratory (10/23) course provides a basic understanding of the Blair technique primary adjusting concepts of occipito-atlanto-axial subluxation. Base posterior, Protracto and stereo x-ray views are incorporated. Blair x-ray analysis using CBCT/digital x-rays is utilized to determine specific Blair adjusting procedures. Students review the analysis for the presence of the neurological component of the vertebral subluxation and will utilize modified Prill examinations. *Pre-requisite: CLIN 722 Clinic I.*

TECH 8814 – ACTIVATOR TECHNIQUE **33 HOURS ELECTIVE**

This course introduces Activator Methods™ technique in the context of vertebral subluxation analysis and correction. Activator protocols will be integrated into the Sherman College system of pattern analysis and instruction will be presented in the use of the Activator instrument to provide the application of force necessary for the correction of vertebral subluxations. This introductory course is designed to supplement the student's general knowledge of percussive instrument procedures and does not provide the advanced skills development necessary for the inclusion of care and/or management of patients in the Chiropractic Center or Activator certification. *Pre-requisite: CLIN 722 Clinic I.*

TECH 8815 – PIERCE RESULTS SYSTEM – BASIC **22 HOURS ELECTIVE**

This course provides students with the fundamentals of the Peirce Results System for spinal analysis as developed by Walter Vernon Pierce Sr., D.C. Students will learn the basics of x-ray analysis, instrumentation, table selection, patient positioning and adjustment set-up according to Pierce System protocols. Students will develop skills in the specific application of the Pierce Results System relative to analyzing and adjusting the spine and pelvis. The student will learn how to incorporate the art, science and philosophy of chiropractic into several case-based studies and assessments. *Pre-requisite: TECH 540 Spinal Biodynamics II, TECH 634 Full Spine III.*

TECH 8816 – THOMPSON TECHNIQUE **33 HOURS ELECTIVE**

This is a course in the Thompson technique including the history of the technique, analysis protocols and application, x-ray and palpation considerations. Students will develop skills in the specific application of the Thompson technique relative to adjusting procedures utilized in the Chiropractic Center. *Pre-requisite: CLIN 740 Clinic III.*

TECH 8817 – NETWORK SPINAL ANALYSIS – BASIC **33 HOURS ELECTIVE**

This course explores the theory, analysis and protocol of Network Spinal Analysis (NSA) Basic Care. Students will learn: introductory concepts of Reorganizational Healing; the clinical objectives of NSA Care; models of spinal and neural integrity; introduction to Somato-respiratory Integration; Adverse Mechanical Cord Tension; and the NSA phasing system. *Pre-requisite: TECH 634 Full Spine III.*

TECH 8818 – SACRO-OCCIPITAL TECHNIQUE **22 HOURS ELECTIVE**

This course explores the fundamental concepts and applications of the sacro-occipital technique (SOT) category system of analysis with focus on evidence-based terminology, protocols, and clinical application. This course pays particular attention to the role M.B. DeJarnette, DO. DC plays in SOT's development. *Pre-requisite: TECH 634 Full Spine III.*

TECH 8819 – TORQUE RELEASE TECHNIQUE **22 HOURS ELECTIVE**

This course explores the fundamental concepts and applications of Torque Release Technique™. Torque Release Technique™ (TRT) is a non-linear, vitalistic, and tonal model of chiropractic care. The student will pay particular attention to methods that aid in the identification of the primary subluxations from secondary and tertiary. *Pre-requisite: TECH 634 Full Spine III.*

TECH 8820 – INTRODUCTION TO ANIMAL CHIROPRACTIC **12 HOURS ELECTIVE**

This lecture/practical course provides students with additional knowledge and skills as it pertains to animal chiropractic. This class includes basic anatomy of the equine and canine, basic motion palpation and examination techniques, history considerations, patient education, office set-up and philosophical applications. The practical portion of the course provides the student with hands-on practice in palpation, examination and communication. *Pre-requisites: TECH 634 Full Spine III, All Q8 courses.*

TECH 8910 – INSTRUMENT ADJUSTING **22 HOURS ELECTIVE**

This is a course in the understanding and the application of the Arthrostim instrument for the purpose of adjusting vertebral subluxations as described in the pre-requisite courses. *Pre-requisites: RADI 640 Radiographic Analysis II, TECH 634 Full Spine III.*

TECH 8911 – ADVANCED KNEE CHEST **33 HOURS ELECTIVE**

This course covers an in-depth explanation and execution of the knee-chest upper cervical technique. Emphasis is placed on progressing upper cervical students from basic understanding to mastery of the knee chest technique. The upper cervical subluxation will be analyzed in depth as well as its connection with the knee chest technique. The correlation of x-ray and spinal examination findings to increase certainty in the determination of upper cervical listings is also stressed. *Pre-requisites: PHIL 612 Upper Cervical Rationale, RADI 612 Radiographic Analysis I, TECH 542 Upper Cervical Technique, TECH 613 Pattern Analysis.*

TECH 8912 – ORTHOSPINOLOGY PROCEDURES **33 HOURS ELECTIVE**

This course provides a comprehensive introduction to the Orthospinology Chiropractic Procedure. Students will gain foundational knowledge of Orthospinology protocols, including radiographic set-ups, image analysis, patient positioning, and pre- and post-adjustment criteria. Instruction will cover locating the traverse process contact and clinical methods of pre- and post-adjustment assessments such as scanning palpation, supine leg check analysis, hip calipers, and paraspinal thermography. Additional emphasis will be placed on the use of Orthospinology instruments, including both handheld and table-mounted devices. The course will also address the clinical rationale for pre- and post-x-ray procedures. Throughout, attention will be given to the practical application and integration of the Orthospinology procedure within clinical practice. *Pre-requisites: RADI 636 Cervical Spine X-ray Positioning.*

TECH 8914 – NEURO-FUNCTIONAL ASSESSMENT **22 HOURS ELECTIVE**

This course will integrate neuro-functional assessment measures such as HRV, thermography, sEMG, algometry, and digital ROM in accessing the effect of subluxation on adaptability. Practical work will give insight into the nervous system as a benchmark indicator to establish, monitor, and interpret patterns of vertebral subluxation. Ultimately, this course is intended to shift outcome measures and patient education from pain and symptom analysis to neuro-functional assessments and communication. *Pre-requisite: TECH 613 Pattern Analysis.*

TECH 8915 – EVOLUTIONARY PERCUSSIVE INSTRUMENT CORRECTION (EPIC) **33 HOURS ELECTIVE**

A hands-on class where students will learn all aspects of applying Evolutionary Percussive Instrument Correction (EPIC) in patient care objective measures, x-ray positioning, x-ray analysis, table placement, adjusting procedures, post x-ray interpretation and patient care plans will be covered. *Pre-requisites: RADI 542 Radiographic Anatomy, RADI 636 Cervical Spine X-ray Positioning.*

TECH 8916 – NUCCA TECHNIQUE **33 HOURS ELECTIVE**

This course serves as an introduction to the NUCCA technique. The student will explore the anatomy, physiology, biomechanics, radiographic analysis, and correction of the upper cervical subluxation, as taught by the NUCCA organization. *Pre-requisites: RADI 6391 Cervical Radiographic Positioning.*

Continuing Education

The purpose of continuing education is to further the graduate chiropractor's knowledge in the areas of basic sciences, clinical arts, case management, philosophy and research. Guided by the institutional objectives, postdoctoral programs, seminars and workshops are offered both on and off campus.

Continuing Education Units (CEUs)

Continuing education units are awarded for participation in approved credit courses and seminars.

Continuing Education Workshops for License Renewal

The college offers postdoctoral programs and seminars for the purpose of license renewal in most states. The programs are conducted by Sherman College faculty and other well-known and respected chiropractors and extension faculty.

Lyceum

To the many people who are responsible for making Sherman College what it is today, chiropractic is more than just a profession. It is a positive way of life. Each year, hundreds of chiropractors, their families, students and other interested people gather on the campus for a celebration of this way of life. The Sherman College Lyceum is a time for learning, thinking, exchanging thoughts and ideas, and renewing friendships. Perhaps as much as anything else, it is a time for further study of the philosophy and principles that have earned chiropractic the important role it enjoys in society today.

The lyceum concept had its origins in ancient Greece, when scientists, students, philosophers and scholars met to share ideas and to study under Aristotle. They returned each year to the traditional home of philosophy, which stood in the shadow of the Lykeion, the temple of Apollo, for which Lyceum is named.

The lyceum concept next appeared in 19th century America where it provided adult education and a forum for discussions on such social reforms as libraries, museums and schools. Prominent people such as Daniel Webster, Ralph Waldo Emerson and Susan B. Anthony lectured at lyceums. At the height of the movement, some 3,000 lyceums educated and enlightened the American public. After the Civil War, the lyceum idea merged with the Chautaugua movement.

The lyceum concept surfaced again in the early 1900s thanks to Dr. B.J. Palmer, the developer of chiropractic. Each year, as many as 8,000 people came to the Iowa chiropractic college founded by B.J.'s father, Dr. D.D. Palmer. With the death of B.J. Palmer in 1961, lyceum ceased. While there were still college homecomings and various educational seminars, none of them captured the intent or spirit of Palmer's annual celebration in Davenport, Iowa.

In 1974, when Sherman College was in its first year of existence, the tradition was revived. To this day, people from all over the world gather for technical and scientific sessions, as well as philosophical lectures. Lyceum is an invigorating experience for those at the college and for the hundreds of people who attend each spring. It is as meaningful as it is stimulating, and it offers the best in educational seminars, workshops and motivational speakers.

Lyceum is a popular part of the campus experience of Sherman College students. It offers them a look at the state of the art, its basis, and the prospects for the future of that art. At no cost, students can attend the workshops and seminars and listen to the speakers who are a part of the event. Fellowship with practicing chiropractors allows students to gain valuable insight into their chosen profession. Socializing, entertainment and special activities round out the Lyceum experience. Everyone enjoys and benefits from Lyceum socially, educationally and professionally.

Research Programs

The importance of continuing research has been well documented in many disciplines. As the body of information regarding the efficacy of chiropractic care accumulates, it becomes necessary to validate its constructs through scientific observation, analysis and publication.

The department is committed to support and produce research and scholarly activities that contribute to the body of knowledge on chiropractic education, clinical knowledge, health care and the theoretical constructs of vertebral subluxation.

Objectives of the research department include the following:

- To develop outcome assessments suitable to measure the effects of chiropractic care.
- To validate and determine the reliability of various techniques used in the analysis and correction of vertebral subluxations.
- To teach students to read and interpret scientific literature.
- To provide continuing education to college constituencies through seminars, workshops and exhibits.
- To seek external support for its activities through gifts, grants and contracts.

In order to realize its objectives, the research department is actively engaged in ongoing research projects. An emphasis is placed on questions directly related to the delivery of chiropractic care, including analysis, interpretation, adjusting procedures, and safety issues. The department is also concerned with improving the educational process. Research courses are offered to instruct students in standard techniques of research methodology and critical appraisal of the literature. Additional elective courses are offered to encourage students to conduct short- and long-term research projects. The research department periodically has available positions for student work study who aid in project development and data collection.

TRUSTEES, ADMINISTRATION, FACULTY, STAFF

"When we build . . . let it not be for personal delights nor for present use alone. Let it be such work as our descendants will thank us for, and let us think . . . that a time is to come when these stones will be held sacred because our hands have touched them, and that men will say as they look upon the labor, and the wrought substance of them, 'See! This our fathers did for us.'"
— John Ruskin

SHERMAN COLLEGE BOARD OF TRUSTEES

Steve Tullius, D.C., A.C.P., Chair

Liam Schubel, B.A., D.C., F.C.S.C., Vice Chair

Matthew McCoy, D.C., M.P.H., Secretary

Selena Blair, Ed.D.

Gordon Brown, D.C., (Deceased) Emeritus

Joseph Makhandal Champagne, Jr., Esq.

Eric Franco, B.A.

Scott Garber, D.C.

Richelle Knowles, D.C.

Lisa Lanzara-Bazzani, D.C.

Jose R. Salgado, D.C.

ADMINISTRATIVE OFFICERS

Bobby Findley, D.C., A.C.P.
Dean of Clinics

Pengju (George) Luo, M.D., Ph.D.
Dean of Basic Sciences

Armand Rossi, D.C.
Dean of Clinical Sciences

EXECUTIVE OFFICERS

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President

Karen Canup, Ph.D., C.P.A.
Executive Vice President

Joseph J. Donofrio, D.C., A.C.P.
Provost and Chief Academic Officer

David Bedford, M.B.A.
Vice President for Finance and Campus Operations

LaShanda Hutto-Harris, M.S.W.
Vice President for Enrollment and Student Success

Christopher Kent, D.C., J.D., A.C.P.
Vice President for Presidential Initiatives

Bruce Rosengrant, M.A.
Vice President for Advancement

CLASSROOM AND CHIROPRACTIC CENTER FACULTY

Samantha Attaway	B.S.	University of Glasgow	1999
Associate Professor,	Ph.D.	Iowa State University	2003
Basic Sciences;	A.S. (Post doc)	Kansas State University	2008
Chair of Anatomy			
George Auger	B.S.	Geneva College	1987
Assistant Professor,	D.C.	Sherman College	1993
Clinical Sciences			
Daniel Becker	B.S.	Slippery Rock University	1995
Associate Professor,	M.Ed.	Slippery Rock University	1997
Clinical Sciences	D.C.	Sherman College	2000
Carolyn Best	B.A.	Lycoming College	1974
Lab Instructor,	M.T.	Williamsport Hospital School of Medicine	1974
Basic Sciences			
Rebecca Boles	B.A.	Coker College	1995
Associate Professor,	B.S.	McLeod Regional Medical Center School	1996
Clinical Sciences;	D.C.	Sherman College	2006
Chair of Diagnosis and Case Management			
Alan Brewster	B.S.	Cook College at Rutgers University	1986
Associate Professor	D.C.	Sherman College	1989
Clinical Sciences;			
Director of The Center for Research and Scholarly Activity			
Jaime Browning	B.S.	Lander University	2002
Professor,	D.C.	Sherman College	2009
Clinical Sciences;			
Chair of Institutional Review Board			
Chair of Technique			
Jessica Caruso	B.S.	Bridgewater State College	1998
Chiropractic Center Case Doctor;	D.C.	New York Chiropractic College	2004
Assistant Professor,			
Clinical Sciences			
Ronald Castellucci	A.S.	Nassau Community College	1984
Professor,	D.C.	Logan Chiropractic College	1988
Clinical Sciences	B.S.	New York State University	1996
William Decken	B.A.	Marist College	1979
Professor,	D.C.	Sherman College	1986
Clinical Sciences;	L.C.P. (Hon)	Palmer College	2004
Chair of Philosophy			

Matthew Devlin Instructor, Clinical Sciences	B.A. D.C.	University of Notre Dame Sherman College	2002 2021
Duncan DeVolld Chiropractic Center Case Doctor; Instructor, Clinical Sciences	D.C.	Sherman College	1988
Beth Ehlich Assistant Professor, Clinical Sciences	D.C.	Sherman College	1990
William Fehl Professor, Clinical Sciences	D.C. B.S.	Sherman College Excelsior College	1983 2003
Bobby Findley Assistant Professor, Clinical Sciences; Dean of Clinics	A.S. D.C. B.S.	Francis Marion College Life Chiropractic College University of South Carolina	1983 1986 1990
Janice Fordree Assistant Professor, Clinical Sciences; Title IX Coordinator; Compliance Officer	A.A. D.C.	Spartanburg Methodist College Sherman College	1984 1988
Gwendolyn Gardner Chiropractic Center Case Doctor; Assistant Professor, Clinical Sciences	D.C.	Pennsylvania College of Chiropractic	1988
Cynthia Gibbon Professor, Clinical Sciences	B.A. M.T. D.C.	Elmira College Mountainside Hospital Sherman College	1970 1972 1991
Laura Greene-Orndorff Professor, Clinical Sciences	R.T. A.S. D.C. B.S.	Mercy Hospital School of Radiology Pennsylvania State University Sherman College New York State University	1990 1991 1995 1999
Timothy Guest Chiropractic Center Case Doctor; Associate Professor, Clinical Sciences; Associate Chair of Clinical Curriculum	D.C. B.A.	Sherman College Regents University	1986 2008

Allie Hamstead Assistant Professor, Clinical Sciences Chair of Radiology	B.S. D.C.	University of South Carolina Sherman College	2007 2012
Billie Harrington Senior Director of the Center for Innovation in Teaching and Learning	B.S. M.P.A. Ph.D.	University of North Carolina at Pembroke University of North Carolina at Pembroke University of North Carolina at Greensboro	1990 2005 2012
Sarah Hock Chiropractic Center Case Doctor; Associate Professor, Clinical Sciences; Chair of Children, Family, and Perinatal Care	B.S. D.C.	North Carolina State University Sherman College	2004 2008
Matthew Hudson Chiropractic Center Case Doctor; Professor, Clinical Sciences; Chair of Clinical Curriculum	B.S. D.C.	Virginia Polytechnic Institute Sherman College	2001 2006
Amilliah Kenya Professor, Basic Sciences	B.Ed. D.C. M.S.	Kenyatta University Sherman College Bob Jones University	1990 2006 2009
Charles Kenya Associate Professor, Basic Sciences	B.Ed. D.C.	Kenyatta University Sherman College	1990 2006
Thomas Kolarik Chiropractic Center Case Doctor; Assistant Professor, Clinical Sciences	D.C. B.S.	Sherman College Excelsior College	1994 2003
Jay Komarek Instructor, Clinical Sciences	A.A. D.C.	Bucks Community College Western States Chiropractic College	1974 1977
Patricia Kuhta Professor, Clinical Sciences; Director of Imaging	D.C. B.S.	Sherman College Excelsior College	1994 2001
Jeremy Lerner Assistant Professor, Clinical Sciences	B.S. D.C.	California State University Palmer College	2007 2011

Tara Levesque Instructor, Clinical Sciences	A.S. D.C.	Greenville Technical College Sherman College	2016 2020
George Lisjak Assistant Professor, Basic Sciences	D.C. M.S.	Life University New York Chiropractic College	1984 2014
Pengju (George) Luo Professor, Basic Sciences; Dean of Basic Sciences	M.D. M.S. Ph.D.	Tongji Medical University Clemson University Clemson University	1997 2003 2006
Alexis Orndorff Instructor, Clinical Sciences	A.A.S. B.S. D.C.	Spartanburg Community College Excelsior University Sherman College	2018 2020 2022
Princess Porter-Fowler Associate Professor, Clinical Sciences	B.S. D.C.	University of South Carolina Sherman College	1998 2001
Beth Reizer, Associate Professor, Clinical Sciences	B.A. D.C.	St. Vincent College Sherman College	1992 1996
Deborah Sanderson Assistant Professor, Basic Sciences	B.S. D.C.	Palmer College Palmer College	1992 1992
Mitzi Schwartzbauer Assistant Professor, Clinical Sciences	D.C.	Sherman College	1997
Lisa Silva Chiropractic Center Case Doctor; Instructor, Clinical Sciences	B.S. D.C.	Regents College Sherman College	2000 2000
Meagin Sumrall Chiropractic Center Case Doctor; Assistant Professor, Clinical Sciences	A.S. B.S. D.C.	Blue Ridge Community College Michigan State University Sherman College	2004 2006 2016
Ankur Tayal Assistant Professor, Clinical Sciences; Manager of the OCPES	B.Sc. D.C. M.B.A.	Queen’s University Life Chiropractic College West University of Victoria	2005 2009 2018

Christine Theodossis Professor, Clinical Sciences; Director of Upper Cervical Management	B.S. D.C.	North Carolina State University Sherman College	2005 2010
Michael Tomasello Case Doctor for Sports Outreach; Associate Professor, Clinical Sciences	B.S. D.C. M.S.	University of Massachusetts Life University Life University	1986 1993 2017
Cynthia Treharne Associate Professor, Clinical Sciences	B.S. PA-C D.C.	Alderson Broaddus College Thomas Memorial Hospital Palmer College	2001 2001 2006
Heath Treharne Associate Professor, Clinical Sciences; Chair of Business	B.A. M.S. D.C.	Marshall University Marshall University Palmer College	1993 1994 2005
Terry VanDervort Instructor, Clinical Sciences	D.C.	Sherman College	1981
Steven Waltner Chiropractic Center Case Doctor; Instructor, Clinical Sciences	B.S. D.C.	Hope International University Life Chiropractic College West	2005 2016
Jennifer York Associate Professor, Clinical Sciences	B.A. M.S. D.C.	Alfred University Clemson University Sherman College	1996 2001 2009
Joy Zasadny Chiropractic Center Case Doctor; Instructor, Clinical Sciences	B.S. D.C.	Milligan College Northwestern Health Sciences University	2002 2007
Huarong Zhou Professor, Basic Sciences; Chair of Physiology and Biochemistry	M.D. Ph.D.	Tongji Medical College Tongji Medical College	1997 2002
Jurgen Ziesmann Associate Professor, Basic Sciences	B.S. M.S. Ph.D.	University of Bayreuth University of Bayreuth University of Bayreuth	1986 1990 1994

SUPPORT STAFF

Cheri Anderson-Hucks, B.A… ..... Director of Marketing and Communications
Lauren Ballington, B.S. ..... Success Coach
Heather Bostian, D.C... ..... Enrollment Experience Coordinator
Samantha Cappatt, B.A. ..... Continuing Education Operations Specialist
Nicole Collins, M.A. ..... Manager of Donor Engagement
Megan Conner, B.A... ..... Coordinator for Academic Affairs
Andrew Cook, A.A.S. ..... Systems Administrator
Kyra Dixon, B.A. ..... Student Affairs Office Assistant and Campus Support
Susan Donoff, Ph.D. ..... Senior Director of Institutional Effectiveness and Accreditation
Keely English, M.S. ..... Director of Instructional Design & Clinical Assessment
Frank Eskridge, B.S… ..... Director of Admissions
Rozelle Foster ..... Director of Continuing Education
Paula Foster, B.S. ..... Assistant Registrar
Veronica Franklin, M.F.A. ..... Marketing and Communications Creative Manager
Jerri Frohnauer... ..... Assistant Coordinator for Patient and Intern Services
Skyler Fry, B.A. ..... Enrollment Specialist
Lucosi Fuller, M.A. ..... Director of Academic Support
Antonio Garcia, B.A. ..... Information Technology Support Specialist
Jennifer Gault, A.S... ..... Staff Accountant
Sonya Genobles, B.S.... ..... Accounting Manager
Russell Goff, D.C., C.A.C.C.P. ..... ROAR and Enrollment Operations Intelligence Specialist
Michelle Gregory, R.T.(R) ..... Imaging Department Functional Support
Maria Haworth, M.A. ..... Assistant Director of Institutional Effectiveness
Brandon Hoskins... ..... Associate 365 and Systems Administrator
Marzena Johnson, R.T… ..... Imaging Department Operations Support
Hosanna Kropp... ..... Bookstore and Mail Services Manager
Kevin Likes ..... Campus Security and Safety Manager
Selah McLean, B.S. ..... Clinic Operations Support
Alisha Morrow, M.B.A. ..... Manager of Advancement Operations
Caroline Nyvall, B.S. ..... Coordinator for Clinic Operations
Ronitra Owens, M.B.A. ..... Director of Student Affairs
Marcia Park, B.S. ..... Assistant Director of Financial Aid
Chandra Pierce, B.A., M.L.I.S. ..... Director of Learning Resources
Christy Potts, B.S. ..... Human Resources and Training Coordinator
Sierra Quinones, B.S… ..... Coordinator for Clinic Marketing and Outreach
Cameron Ranslow, M.Ed. ..... Director of Academic Affairs
Moses Rivas, B.S. ..... Success Coach
Chris Roberson, B.S. ..... Director of Financial Aid
Melody Sabin, B.A. ..... Registrar and Director of Academic Records
John Sanderson, R.T.(R)... ..... Imaging Department Technical Support
Michelle Schutrumpf, B.S. ..... Coordinator of Instructional Technology
Princess Shaw, M.B.A. ..... Coordinator for Patient and Intern Services
Evelyn Shrader, B.S. ..... Enrollment Specialist
Mandy Smith, A.S., A.B.A. ..... Director of Human Resources
Tonya Stacey, C.M.A. ..... Clinic Operations Support – Outreach
Kea'Jha Sullivan, B.A. ..... Student Affairs Coordinator for Activities and Testing
Roberta Thomas-Wood, A.A. ..... Senior Executive Assistant to the President
Eric Townsend, B.A. ..... Digital Media Producer

Cassie Traugott, B.A..... Assistant Director of Learning Resources
Ashley Valladares, B.A. .....Enrollment Operations Manager
Abbey Waddell, B.A….....Continuing Education Online Learning Coordinator
Nick Watson, M.C.P., M.C.T.S, C.C.N.A., C.I.S.S.P.....Director of Information Technology
Shannon Wiley, B.S.....Executive Assistant to the Executive Vice President

COMMITTEES

The committee structure at Sherman College is designed to encourage participation by students, faculty, and staff in the decision-making process. Students and faculty are represented on many standing committees at the college. These committees fall into two categories: faculty and college wide. Faculty committees are designed to offer faculty more direct involvement in decisions that impact the curriculum and faculty-specific issues. These committees generally have greater faculty membership and must present all recommended changes to policy to the faculty for review and vote. Following a vote by the faculty, any proposed changes to policy are submitted directly to the president, who may choose to accept or reject the recommendation or refer it to another committee. College-wide committees are designed to address items beyond the curriculum and/or faculty-specific issues and include a broader representation of constituencies from across the campus. Proposed changes to policy approved by these committees are submitted directly to the president, who may choose to accept or reject the recommendation or refer it to another committee, including the faculty. Further information pertaining to college committees can be found via our website: https://www.sherman.edu/pdfs/committee-structure/

DIRECTORY

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DEPARTMENT EXTENSIONS:

Academic Affairs	356, 233, 232, 202
Admissions	760
Alumni Relations	240
Bookstore	260
Business Office	246
Café	404
Continuing Education	229, 256, 323
Financial Aid	275, 334
Chiropractic Center	264, 290
Appointment Requests	777
Records Office	280
X-Ray Office	222, 250, 266, 296
Human Resources	231, 393
Information Technology	228, 248, 288, 289
Help Desk	228
Institutional Advancement	286, 287, 352
Institutional Effectiveness	202, 203
Library	253, 258
Mailroom/Copy Center	260
Maintenance	392
Olsen Reception	227
Marketing and Communications	330, 362, 363
President	227, 300
Registrar	255, 305
Research	212
Student Affairs	204, 224, 338, 339
Security	333
Teaching and Learning	214, 216, 346

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The college administration reserves the right to make changes periodically in tuition and fee structure, admission requirements, curriculum, academic standards, and certain other areas. Such changes are announced through catalog updates.