

FIRST EDITION



HOW TO

GET INTO PHYSICAL
THERAPY SCHOOL

A PHYSICAL THERAPY ADMISSIONS GUIDE

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Introduction

Physical therapy is a challenging and rewarding career field that allows you to work with a wide variety of patients to build their strength and movement, usually after an illness or injury, and successfully manage their daily lives. Becoming a physical therapist requires years of training, including an undergraduate degree and a doctorate degree that is preceded by a competitive application process. This guide is intended to make you a competitive applicant, enhance your ability to get into a physical therapy program, and ultimately begin the therapy career to which you aspire. We wish you the best of luck as you begin your application—although little luck is required for the process. Instead, careful planning, hard work, and determined perseverance can get you into the physical therapy school of your dreams.





Pre-Application

You have decided that the field of physical therapy is a possible career path for you. What are your next steps? How can you optimize your experiences to present the strongest application? We recommend that you bookmark and [use this website for prospective DPT students](#) at the American Physical Therapy Association (APTA).

The APTA is a national organization that represents physical therapists, physical therapy assistants, and physical therapy students in the United States of America. The organization's mission is to advance the profession of physical therapy and advocate for physical therapy as a component of health care in America. The APTA provides information about the profession of physical therapy and about physical therapy schools for prospective physical therapy students.

CHOOSING A DPT PROGRAM

First you should consider which physical therapy schools are the best fit for your wants and needs. As you research schools, there are many factors that can affect your decision. Which factors are most important to you?

ACCREDITATION

Accreditation should be the most important factor for all potential physical therapy school applicants. The Commission on Accreditation in Physical Therapy Education (CAPTE) is the accrediting agency for physical therapy schools. CAPTE accreditation is not a ranking system, but rather a system that ensures that certain standards are met in entry level physical therapy education programs. You must graduate from a school that is accredited by CAPTE to take the PT licensure examination. If a school is not accredited by CAPTE you cannot take the exam. If you do not take or pass the PT licensure exam you cannot work as a physical therapist. You can search for accredited PT programs on the [APTA website](#). Each DPT program listed will have summary information listed and will provide a link to the program's website, where more details about the program are available.

GEOGRAPHICAL LOCATION

Do you want to attend a DPT school in a specific geographical location? There is at least one physical therapy program in each state and Puerto Rico. You can go to the [APTA Prospective Students](#) page and search DPT programs by state.

COST

Cost will include tuition, books, and living expenses. A public in-state program will cost the least, while a private school will cost the most. There are many financial aid, scholarship, grant, and loan opportunities available to help with the expenses.

UNDERGRADUATE DEGREE REQUIREMENTS

Most DPT programs require that you have a minimum of a Bachelor's Degree for consideration for admittance. However, there are some that do not require a Bachelor's degree. These programs admit students as undergraduates after the completion of 3 years of specific undergraduate coursework. Students who wish to be considered in these programs apply to the program as high school seniors. If the student is selected, the DPT program will reserve a seat for that student in the DPT program either 3 or 4 years from when the student starts undergraduate classwork and after all pre-requisite coursework is completed. [Here is an example](#) of a program that uses this admissions process at the University of Evansville.

LEARNING ENVIRONMENT AND CURRICULUM

When choosing which DPT schools to apply to, you may consider class size and student to faculty ratio, which you can determine by comparing the number of students admitted each year compared to the number of faculty members. Do you have specific requirements about curriculum? You may choose a traditional program, a problem-based program, or a mixed model. A traditional program is one in which professors provide information to students by lectures in a classroom format. A problem-based program is one in which groups of students are assigned a faculty mentor or guide, then the students are given problems to research and solve with the guidance of the faculty mentor. A mixed format is a combination of both types.

You will need to research how and when the classroom information and clinical information is spaced. Some programs have students complete the majority of their classroom content, then go out into the clinical world and practice, while some have students complete their classroom and clinical experiences concurrently. This information is published on each DPT program's individual website.

Licensure exam pass rate is another important piece of information you may want when choosing where to apply. NPTE two-year ultimate pass rates by school are available on the [Federation of State Boards of Physical Therapy \(FSBPT\) website](#). You can also access pass rate information by following the instructions below.

- Open the [CAPTE Directory of Programs](#)
- Select "Accredited PT Programs"
- Select "PT Programs" on the left
- Select "All US Programs" from the dropdown menu
- Scroll down to "Click here for access to information regarding licensure pass rates"

GPA REQUIREMENTS

As you review program requirements, another important factor is the minimum Grade Point Average (GPA) accepted by the schools in which you are interested. Schools may have a minimum overall grade point average they accept in addition to a minimum GPA in pre-requisite courses. You can learn about minimum GPA required by your preferred schools by visiting each individual school's website. Many schools publish the average GPA of incoming classes—this is not the same as the minimum GPA accepted. In addition to GPA requirements, some programs require a

minimum grade in prerequisite courses. For example, the school's information may state "no grade below a 'C' is considered."

PREREQUISITE COURSEWORK

The prerequisite coursework that programs require varies among physical therapy programs. It is imperative that you understand the minimum grade point average required in pre-requisite coursework and the timeframe in which courses must be completed prior to application. A physical therapy school may have not only specific prerequisite requirements, but also specific timeframes during which the coursework must be completed prior to application to a DPT program. The specific prerequisite coursework required by a program can be determined by consulting the individual physical therapy program's website or PTCAS.

There is some prerequisite coursework that is commonly required by most physical therapy programs. This can include (but is not limited to) the following:

- Anatomy and Physiology I and II
- Other Anatomy and Physiology
- General Biology I and II
- Other Biology (e.g., cell, embryology, genetics, histology, immunology, microbiology, molecular)
- General Chemistry I and II
- General Psychology
- Other Psychology (e.g., abnormal, developmental, rehabilitation, sports)
- Physics
- Kinesiology
- Math (e.g., algebra, calculus, geometry, trigonometry)
- Medical Terminology
- English Composition
- Social Science
- Humanities

Please note that the list above is not a complete list and is provided only as an example of potential courses required. You must check each program's requirements to determine exactly which courses are required. Some schools may accept anatomy and/or physiology only if it is completed in a biology, neuroscience, anatomy, or integrated physiology department. Some programs may

not accept a combined anatomy and physiology course. Physical therapy programs generally require one (1) course in anatomy plus another course in physiology for a total of one (1) year of study or eight (8) semester hours of combined anatomy and physiology.

OBSERVATION HOURS

Most physical therapy programs require you to gain experience with the field in order to apply. Each school has their own [requirements for observation hours](#)—paid and unpaid experience in different physical therapy settings. so make sure to check that you meet the required number of hours for each school where you plan to apply.

Even if you are applying to a program that does not require experience, it is strongly recommended that you spend time observing physical therapists in their jobs. Why? Most schools require either an interview or an essay for application. During that interview or essay process, you could be asked questions to determine that you have a good understanding of what a physical therapist does to ensure that you will be a good fit for the field. Additionally, volunteering can help you to know that the field is a good fit for your personality.

Spend time in different settings to make sure that you have a thorough understanding of what physical therapists do. Settings recommended for experience include acute care hospitals, inpatient hospitals, outpatient clinics, schools, nursing homes, and home health companies. Physical therapy programs typically require a minimum amount of time in a variety of settings. Often you will need a licensed physical therapist to provide written verification that you spent time observing, volunteering, or working in the setting.

COLLEGE MAJOR

You are not required to have a specific major to get into physical therapy school. While some undergraduate majors are more common among DPT students, such as exercise science, kinesiology, and biology, there are also DPT students with majors not related to physical therapy in fields such as art history and English. It is more important that you have the necessary prerequisite coursework that your preferred physical therapy program requires than that you choose a specific major.

GRE

The Graduate Record Examination (GRE) is required by most physical therapy programs. You should be aware of your preferred program's minimum scores accepted as well as the last date accepted for taking the GRE. See the next section of this guide for more information about taking the GRE.

INTERVIEWS OR ESSAYS

Many DPT programs require either an interview or a written essay. DPT program admissions teams use these processes to determine if a candidate is a good fit for the program. Prospective students should also use on campus interviews to determine if the program meets their needs and expectations. Interviews and written essays are helpful for both parties involved—they help prospective students and admissions teams determine if the student is a good fit for the program. Interviews are a great way for prospective students to meet faculty members and current students in the program, as well as see the campus and facilities if the interview is an in-person interview.

EXTRACURRICULAR ACTIVITIES

PT programs do not have specific requirements for extracurricular activities, but it is strongly encouraged that you participate in a variety of extracurricular activities prior to applying to physical therapy school. When you list extracurricular activities on your application you give the admissions team an idea of your interests and you show that you can manage studying and participating in other activities.



The Graduate Record Exam (GRE) General Test

The GRE is a standardized exam that measures your ability to perform the kind of critical thinking needed for any rigorous graduate-level program. Most—but not all—DPT programs require applicants to take the GRE general test to be considered for admission. There are no universal standard in terms of GRE scores accepted by all DPT programs—each program will have its own individual requirements. Some programs have firm cutoff points, while others prefer to factor GRE scores in as one of many factors used in consideration an application. Some programs do not require the GRE at all. Refer to the [Physical Therapist Centralized Application Site \(PTCAS\) website](#) for information regarding specific schools' GRE requirements.

According to the [2017 PTCAS Application Data](#) Record, the mean unofficial GRE percentile scores for accepted PT applicants was 51.89% for verbal, 45.82% for quantitative, and 55.6% for analytical.

Please note that these are percentiles and not specific scores. While not designed to test applicants on any specific scientific knowledge related to a DPT program, the GRE is a standardized exam which measures your ability to perform the kind of critical thinking needed for any rigorous graduate-level program. There are three sections to the exam: verbal reasoning, quantitative

reasoning, and an analytical writing sample. The verbal reasoning and quantitative reasoning sections are scored on a 130 to 170 score scale, while the analytical writing section is scored on a 0 to 6 scale, in 0.5 point increments. Each section is completed separately and contains the following types of questions:

Verbal Reasoning: Reading comprehension, text completion, sentence equivalence

Reading comprehension questions may be presented in multiple choice (selecting either only one, or one or more answer choices) or select-in-passage format.

Text completion questions are comprised of a one-to-five sentence passage containing up to three blank spaces to be filled in to best complete the text.

Sentence equivalents test your ability to analyze a single sentence containing one blank space, requiring you to choose the best two options from six potential word choices.

Quantitative reasoning: single-answer or multiple-answer multiple choice questions, numeric entry, and quantitative comparisons.

Multiple choice questions may allow you to choose either only one or one or more choices from an answer list. It

is important to read carefully to determine which type of question you are reading.

Numeric entry questions are answered by inserting an integer or a decimal into one or more boxes.

Quantitative comparisons ask for an analytical comparison of two quantities to determine the correct statement describing the comparison.

Analytical Writing: This section of the test assesses how well you are able to clearly articulate complex ideas, support your arguments with relevant examples, critically analyze claims and evidence, and use correct elements of standard written English.

The analytical writing portion of the test will contain two distinct tasks: analyzing an issue and analyzing an argument. These sections will be completed and timed separately.

TEST PREPARATION RESOURCES

There are a plenty of online and paper-based resources to help you do your best on test day. Depending upon your individual learning style, you may choose one format exclusively, or a combination of methods. Many people find a combination of computer-based practice materials, online video tutorials, and paper flashcards (or flashcard phone apps) may provide a good variety of ways in which to practice the material.

*The following is not meant to be exhaustive list of all available resources or an endorsement of any particular resource but does provide a general overview of some frequently used options.

ETS: ETS is a private organization that develops and administers a number of higher education tests, including the GRE. Their site has a number of useful resources regarding the GRE, and will also be [where you register for a testing date and site](#).

Kaplan: Offers GRE preparation materials (both computer- and paper-based), flash cards, online prep courses, videos, one-to-one tutoring, etc. While most materials and prep courses are cost-based, Kaplan does offer some free practice resources on their site.

Manhattan Prep: Offers both on-demand and complete GRE preparation courses, as well as practice tests, study guides, and other resources.

Princeton Review: Offers a variety of preparation materials and resources, including several free sample tests and sample online prep classes.

Magoosh: Study resources, customizable preparation plans, and progress tracking. Also has an interactive practice app.

Barron's: Study and review materials, including an interactive learning platform that customizes a course based upon student skill level and available preparation time.

YouTube channels: [Dominate the GRE](#), [PrepScholar GRE](#), and multiple other resources are available on YouTube, many at no cost.

Study Apps: A variety of downloadable apps (both free and paid) are readily available for download to your mobile device.

[Here are a few additional free study resources.](#)



SETTING A TIMELINE

Most GRE study resources recommend allocating at least 2 to 3 months for your GRE preparation. It is important not to underestimate the amount of preparation which may be needed, as much of the information on this test may be things you haven't seen for quite some time. One of the best ways to get started is to take a full-length practice exam. There are a number of free [full-length practice exams offered online](#).

Don't panic if your first practice test is a disaster. This is only your starting point, and you have lots of room for improvement before test day. The first practice test lets you know areas of strength and weakness, so you can tailor your study plan accordingly. Most people will naturally tend to be stronger on either the verbal or the quantitative sections. While it may be tempting to keep on studying the areas where you feel more confident, focusing more heavily upon those trickier problem areas will be the best use of whatever preparation time you've allotted for yourself.

The following is a basic sample of a two-month study plan. Depending upon your planned preparation timeframe and areas of personal strengths and weaknesses, your individual study plan may look either more or less similar to the example shown.

SAMPLE TWO-MONTH STUDY TIMELINE* (2hr/day, 6 days/week)

*except for full practice test days, end each study session with 20-30 minutes of vocabulary practice)

WEEK	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6
1	LEARN TEST BASICS INCLUDING STRUCTURE, FORMAT, AND TYPES OF QUESTIONS	BASIC ARITHMETIC REVIEW/PRACTICE QUESTIONS	VOCABULARY PRACTICE	ALGEBRA REVIEW/PRACTICE QUESTIONS	STUDY TEXT COMPLETION QUESTION FORMAT/ PRACTICE QUESTIONS	ESSAY WRITING TUTORIALS
2	ALGEBRA	READING COMPREHENSION	DATA ANALYSIS/ QUANTITATIVE ANALYSIS	FULL PRACTICE TEST	REVIEW PRACTICE TEST RESULTS	VOCABULARY
3	ARITHMETIC/ ALGEBRA	VOCABULARY	GEOMETRY/ DATA ANALYSIS	GEOMETRY/ DATA ANALYSIS	ESSAY WRITING PRACTICE	FULL PRACTICE TEST
4	REVIEW PRACTICE TEST	ARITHMETIC/ ALGEBRA	VOCABULARY	GEOMETRY/DATA ANALYSIS	GEOMETRY/DATA ANALYSIS	ESSAY WRITING
5	PRACTICE QUESTIONS (VARIOUS CATEGORIES)	PRACTICE QUESTIONS (VARIOUS CATEGORIES)	PRACTICE QUESTIONS (VARIOUS CATEGORIES)	PRACTICE QUESTIONS (VARIOUS CATEGORIES)	ESSAY SECTIONS (REVIEW TOPICS LIST ON GRE WEBSITE)	FULL PRACTICE TEST
6	PRACTICE QUESTIONS (VARIOUS CATEGORIES)	PRACTICE QUESTIONS (VARIOUS CATEGORIES)	PRACTICE QUESTIONS (VARIOUS CATEGORIES)	PRACTICE QUESTIONS (VARIOUS CATEGORIES)	ESSAY SECTIONS (REVIEW TOPICS LIST ON GRE WEBSITE)	REVIEW/RE-DO ALL WRONG ANSWERS FROM PREVIOUS PRACTICE TESTS
7	PRACTICE QUESTIONS (VARIOUS CATEGORIES)	PRACTICE QUESTIONS (VARIOUS CATEGORIES)	PRACTICE QUESTIONS (VARIOUS CATEGORIES)	PRACTICE QUESTIONS (VARIOUS CATEGORIES)	ESSAY SECTIONS (REVIEW TOPICS LIST ON GRE WEBSITE)	FULL PRACTICE TEST
8	REVIEW LAST PRACTICE TEST	PRACTICE QUESTIONS (ALL CATEGORIES), REVIEW PREVIOUS PRACTICE QUESTIONS	PRACTICE QUESTIONS (ALL CATEGORIES), REVIEW PREVIOUS PRACTICE QUESTIONS	PRACTICE QUESTIONS (ALL CATEGORIES), REVIEW PREVIOUS PRACTICE QUESTIONS	VOCAB WORDS AND REVIEW ANY PROBLEMATIC TUTORIAL/TOPIC AREAS	VISIT TEST CENTER (IF POSSIBLE) TO GAUGE TRAVEL TIME. REVIEW ANY PROBLEMATIC TOPIC AREAS.

(Compiled based on: <http://omega.mygretutor.com/studyPlans/EightWeekWeek1.aspx>)

Keep in mind that this is only one example of a potential two months study plan. If you have less time to prepare, you may need to focus hard on your weak points only. If you have more time available, you can adjust your study plan accordingly and take a slower approach. There are multiple examples of study plans for the GRE available online.

REGISTERING FOR THE EXAM

Use the [ETS website](#) to locate a testing center nearest you, check for available openings, and register for a test date and time. In order to register for and take the GRE, you will need to register for an online account with ETS. The ETS site provides specific information and resources about test day protocols, ID requirements, how to seek any needed disability accommodations for test taking, how to reschedule or cancel a test, and sending score reports to specific schools. For information about specific test centers, visit the [Review2 website](#).

TEST DAY

Prior to the actual test day, be sure to carefully [review the instructions available on the ETS website](#) regarding what to bring and what to expect.

Testing centers have very specific protocols for verifying your identity, so be prepared for photo or voice identification, fingerprinting, signature comparisons, videotaping, and/or other forms of identification. It is your responsibility to review the policies of your specific testing site and prepare accordingly, as failure to comply with testing rules could potentially result in forfeiting the right to take the exam.

Be advised that many personal items, such as phones, water bottles, watches, and jewelry, are not allowed into the testing room. Test monitors may request to inspect jackets, eyeglasses, and pockets for any evidence of cheating. For example, if you wear a hooded shirt on test day, a monitor may turn it inside out to ensure there are no prohibited items concealed inside. Many testing centers have lockers available for storing personal items during the exam, but double-check whether this is the case with the testing center where your exam is scheduled.

Each test section is timed, and time will not be paused if you have to leave the room for any reason (such as to use the restroom). If you have to leave during the test, raise your hand and wait for a test proctor to walk over. You may be required to sign in and out of the testing room each time you leave and re-enter. Personal paper and/or calculators may not be brought into the testing area. You will have access to an on-screen calculator

during the quantitative test sections and scratch paper will be provided for you by testing staff. Scratch paper may not be removed from the testing room and will be collected from you prior to your departure from the testing area.

The GRE has one-minute breaks between each test section, as well as one optional ten-minute break between the third and fourth sections. You must remain on the test site premises during breaks—a proctor should be able to inform you of premises boundaries, as well as the location of a restroom and/or water fountain.

REPORTING YOUR SCORES

At the conclusion of your exam, you will have the option to either report or cancel your scores. If you choose to report your scores, you will be able to see your unofficial scores on the quantitative and verbal sections immediately. You may select specific schools to receive your scores on test day, but also have the option to wait and report scores at a later time. [Codes for specific PTCAS-included DPT programs are available here](#).

If you are not satisfied with your scores, don't despair. You may re-take the GRE every 21 days, up to five times within one twelve-month period.

RESOURCES

https://www.ets.org/gre/revised_general/prepare/

<https://www.manhattanprep.com/gre/resources/>

<https://www.kaptest.com/gre>

<https://barrontestprep.com/gre/>

<https://crunchprep.com/gre/2014/free-gre-practice-tests>

<https://gre.economist.com/gre-advice/gre-study-strategies/general-study-advice/free-gre-prep-resources-short-list>

<https://www.qsleap.com/gre/resources/7-free-gre-resources-available-online-you-should-know-about>

https://www.ets.org/gre/revised_general/register/

<http://aptaapps.apta.org/ptcas/gre.aspx>

<https://gre.economist.com/gre-advice/gre-overview/retaking-gre/when-retake-gre>



PTCAS Application

The PTCAS admissions cycle begins at the end of June. Applicants may start and submit the PTCAS application at soon as it is available online. It is recommended that you have your letters of recommendation, GRE scores, personal statement, and extracurricular activities ready to be submitted at that time. Processing of the PTCAS can take up to 4-5 weeks after submission.

There are a handful of schools that do NOT participate in PTCAS, and they each have their own application process. Those schools are listed below in the table of school profiles, but they will require separate materials. See individual school websites for specific information.

PTCAS will consider an application to be complete and ready for transcript verification when they have received a complete PTCAS application, official transcripts from every US and Canadian institution attended, and the correct application fee. PTCAS will accept letters of recommendation (up to four), signed PT observation hours forms, official GRE scores, TOEFL scores, and foreign transcript evaluation reports from World Education Services (WES), as required by some programs.

Each PTCAS program has a different deadline for application submission. Programs may also have firm or soft deadlines. If a program has a firm deadline, your materials will need to be complete and submitted by that deadline for consideration. If a program has a soft deadline, you may apply after the deadline has passed, but the program may give you less or no consideration. It is important that you look up and verify these dates for the programs you plan to apply to.

Application fees vary depending on the number of programs you are applying to. There is a standard fee for the first program, with an additional fee for each program applied to thereafter. In case of financial hardship, there is a fee assistance program. Applicants must complete the fee waiver on PTCAS and include required identification and tax forms. This should be done prior to submitting application.

EARLY DECISION

Some programs offer “early decision” through PTCAS. The deadline for applying through this method is mid-August. Early decision is for applicants who have decided that they would like to attend one particular school and is a binding option, meaning the applicant will enroll if accepted. You may apply to one school that participates in early decision and if you are accepted, you are not allowed to apply to any additional programs during that application period. This type of application should only be used if you are certain that you want to attend that program.

If you decide to apply early decision, a completed application—in addition to all transcripts and fees—needs to be received by PTCAS by the deadline. Early decision candidates must take the GRE and request the scores no later than the end of July. This date will be specified on PTCAS.

If any application materials arrive later than the early decision deadline, your application will be moved to regular status.

PTCAS programs are required to make decisions on early decision applicants by the end of September. At this time they will accept, deny, or defer decision to the regular deadline. If your application is deferred to regular status, you will be permitted to apply to additional programs at that time.

LETTERS OF RECOMMENDATION

Letters of recommendation (LOR) or reference letters are an essential part of the application process. You are allowing somebody else to share your strengths as well as verify your commitment to the physical therapy profession. Not all schools require LOR so it’s important to check requirements for the schools where you plan to apply. PTCAS allows you to upload four letters of recommendation, and applications can be submitted prior to LOR. However, if your letters are not received by the application deadline, your application may not be considered.

Determine who you would like to write your letters of recommendation as soon as possible to ensure they have enough time to give you a solid evaluation. Ask them at least six weeks prior to the deadline so that they have ample time to get organized. The people you have chosen to write your LOR will be required to complete an online evaluation as well as submit a personalized letter online via PTCAS.

There are two types of individuals who can write LOR: employers/volunteer mentors and teachers. It is important for you to choose individuals who will write a strong letter. LOR can make or break your application and are often the reason that students will be offered interviews. You want to ensure that the person you choose knows you on an academic and personal level so that they can portray a clear vision of you to the admissions committees. If you are attending a large school, your classes may also be large and it can be hard to stand out. Find ways to engage with your professor via office hours and asking questions in class. Doing well in their class is also essential.

Once you have established who you would like to write your letters and they have agreed, it’s important to share your personal and professional goals, hobbies, extracurricular activities, and any other information that bolsters your application so that they can get to know you better. Since professors are busy, give them all the information and instructions they may need, and follow up to be sure they submit on time. Last but not least, make sure you thank them for doing this for you. If your letters are strong, you will have a much higher chance of being offered interviews and acceptances at your top schools.

TRANSCRIPTS

Transcripts must be submitted from each college you have attended. This is either done electronically or through the mail, depending on the institution. For all schools, a [Transcript Request Form](#) must be printed from PTCAS and submitted to the registrar’s office. You will then need to advise your school’s registrar office to enclose this form with your official transcript and send directly to PTCAS. Transcripts that arrive without this form will take longer to process.

There are two ways to request your transcript from each school’s registrar’s office. The first is through an online credentialing service. [Credentials Solutions](#) and [Parchment](#) are two examples. If schools are listed in either of these directories, you will be able to request that the transcript be sent online to PTCAS. It typically takes 7-10 days to post to your application. If a school is not listed in either directory, you will be able to arrange for the registrar’s office to mail your transcript directly to PTCAS using the Transcript Request Form. The status of

this process can be checked at any time via your PTCAS portal. For Canadian and International students, more specific information can be found online about submitting official coursework.

In addition to requesting your transcript, you are required to manually input ALL coursework to PTCAS. Do NOT do this from memory. PTCAS will verify this information against official transcripts. If you do not wish you enter your coursework yourself, there is the option to have PTCAS do this for you, for a fee.

GPA

PTCAS calculates GPAs based on a uniform criteria, and this can vary from those calculated on your official transcript. This happens four to five weeks after your file is complete.

The grade point scale is as follows:

4.0	3.7	3.5	3.3	3.0	2.7	2.5	2.3
AA+	A-	AB	B+	B	B-	BC	C+

2.0	1.7	1.5	1.3	1.0	0.7	0.5	0.0
C	C-	CD	D+	D	D-	DE	EF

A GPA is calculated for the follow categories: overall cumulative, undergraduate cumulative, graduate cumulative, each institution attended, science, combined math and science, and each course subject.

PTCAS will assign grades to courses graded using a numeric grading scale, regardless of the letter grade assigned on your official transcript. The grading scale is as follows:

GRADE ON TRANSCRIPT	PTCAS LETTER GRADE	PTCAS GRADE VALUE
4.00-3.80	A/A+	4.0
3.79-3.60	A-	3.7
3.59-3.40	AB	3.5
3.39-3.10	B+	3.3
3.09-2.80	B	3.0
2.79-2.60	B-	2.7
2.59-2.40	BC	2.5
2.39-2.10	C+	2.3
2.09-1.80	C	2.0
1.79-1.60	C-	1.7
1.59-1.40	CD	1.5

GRADE ON TRANSCRIPT	PTCAS LETTER GRADE	PTCAS GRADE VALUE
1.39-1.10	D+	1.3
1.09-0.80	D	1.0
0.79-0.60	D-	0.7
0.59-0.40	DE	0.5
LESS THAN OR EQUAL TO 0.39	F	0.0

GRE

You must arrange for the [Educational Testing Service \(ETS\)](#) to send your official GRE score to the correct college code for each designated DPT program. PTCAS will forward your official GRE scores to a program if you arrange to send scores to a particular program's "PTCAS GRE code". Visit the PTCAS site for a list of GRE codes. You are also required to enter all your GRE scores on your PTCAS application. If applicable, TOEFL scores can be submitted on the PTCAS application and to the correct code.

OBSERVATION HOURS

All observation hours, paid or volunteer, are to be entered on the application. Each additional experience should have its own section. [Program requirements can be found on the PTCAS directory](#). Note that some programs require the supervising physical therapist to verify your observation hours online.

EXPERIENCES

This is the section where you will enter all employment, extracurricular, and volunteer experiences post-high school. It would be good to include at least half a dozen experiences here to round out your application. List not only what you participated in, but also describe your role and what skills or knowledge you gained personally and professionally.

WHERE TO APPLY

This is a very important factor in the application process. There are many schools to choose from, and narrowing down your application list can be challenging. A few things to consider are state residency status, cost, competitiveness, and school specific-requirements. First, many schools will take a large portion of students who are residents in their state or who previously attended their university at one point. If you have a less competitive application, applying in state or at an alma mater could

be an advantage for you. This leads into the second factor which is cost. Graduate school is expensive. However, there is usually an advantage to being an in-state student and cost can vary based on geographical location. Third, you will want to take a look at your GRE scores and GPAs and find schools with a similar class profile to ensure that your application is competitive for admission. Lastly, you need to make sure you meet the prerequisite requirements for each school that you apply to. This includes completing the required undergraduate classes, observation hours, and LOR.

With all this being said, applying to a variety of schools is going to increase your chances of being accepted. Schools are looking for well-rounded students, but they also want a diverse class. A candidate with lower stats should apply to at least 15 schools, while a student with high stats can safely apply to fewer. Canadian and international students should apply to more schools to increase their chance of acceptance.

Other factors to consider when researching schools are graduate rates, NPTE pass rates, curriculum set up (e.g. Are clinical experiences done throughout the program or at the end after didactic work?) and class size.

HELPFUL HINTS

- Do not wait for PTCAS to receive all materials before submitting your application.
- Many schools operate on a rolling basis, and your application will be reviewed as soon as you submit all materials.
- You must complete the "college attended" section of the application first before transcripts can be posted.
- Arrange for all materials to arrive at PTCAS before the application deadline.
- Do not apply to a program unless you meet the admissions requirements.

SCHOOL INFORMATION

Below is a chart with data from all 245 accredited DPT programs in the US, as reported on their websites in 2018. This information—especially average GPA and GRE scores—can help you determine at which schools you will be a competitive applicant. Make sure to check with each individual school to ensure the info is still up to date, and to ensure you are aware of all of each school's application requirements.



School	Class Size	AVG GRE (V/Q/W)	AVG GPA/ SGPA	Observation Hours	Int'l Applicants	Interviews	LOR	Supplemental Fee or App
PTCAS PARTICIPATING								
Adventist University	23	147/149/3.5	3.52/3.32	Not required	No	Yes	3	\$50
Alabama State	24	150/3.5	3.61/3.51	80	Yes	Yes	3	\$25, if accepted
Alvernia University	30	150/150/3.5	3.25/3.0	100	Yes	Yes		N/A
American International	40	Not required	3.4/3.6	20	Yes		3	N/A
Andrews University	40	>142/142/3.0	3.58/3.71	80	Yes	Yes	3	N/A
Andrews-Postprofessional PT Degrees	20	Not required	3.0	Not required or accepted	Yes			Supplemental materials required
Angelo State	26	154/155/4.0	3.5/3.5	50	Yes	Yes	3	\$40
Arcadia	60	155/155/4.5	3.64/3.57	Required, no specific # of hours	Yes		3	N/A
Arkansas State	30		3.8/3.8	Not required	Yes			\$50 and supplemental application
Armstrong/Georgia Southern	36	152/152	3.63/3.53	75	Yes	Yes	3	N/A
Army-Baylor	26	157/157/4.0	3.8/3.85	100	No	Yes	4	N/A
AT Still University	62	149/150/4.0	3.43/3.28	30	Yes	Yes	2	\$70
Augusta University	40	152/151/4.5	3.51/3.46	100	Yes	Yes	3	\$25
Azusa Pacific	65	151/151/4.0	3.54/3.4	100	Yes	Yes	3	N/A
Baylor University	100	52%/41%	3.39/3.41	50+	No	Yes		\$50, if accepted
Bellarmino University	72	150/150/4.0	3.6/3.6	25	Yes	Yes	0	N/A
Belmont University	48	154/152/4.5	3.74/3.74	50	Yes	Yes	2	N/A
Boston University	70	157/157/4.5	3.63/3.63	30	Yes		3	N/A
Bradley University	27	154/154/4.0	3.68/3.54	40	Yes		2	\$40
Brenau University	40	150/150/4.0	3.5/3.5	40	Yes	Yes	3	Supplemental app required
Briar Cliff University	32	47%/43%/4.0	3.59/3.5	60	Yes	Yes		\$35
Cal State, Fresno	34	150/150/4.5	3.6/3.7	100	Yes	Yes	3	\$55 and supplemental app
Cal State, Long Beach	38		3.75/3.75	100	Yes		3	\$55 for selected applicants
Cal State, Northridge	32	155/156/4.0	3.71/3.8	200	No		3	\$55 for selected applicants
Cal State, Sacramento	32	64%/4.0	3.85	100	Yes	Yes	3	\$55 for selected applicants, supplemental app
Campbell University	43	152/152/4.0	3.5/3.4	50	No	Yes	3	\$50 and supplemental app
Carroll University	81		3.68/3.53	45	Yes		3	\$50
Central Michigan	60		3.65/3.65	50	Yes	Yes		\$50 and supplemental app
Chapman University	48	155/155/4.0	3.62/3.86	40	Yes			N/A
Chatham University	40		3.7/3.68	Not required	Yes	Yes	3	N/A
Clarke University	31		3.6/3.6	30	Yes		3	N/A
Clarkson University	30	Not required	3.4/3.4	50	Yes		3	Supplemental app

School	Class Size	AVG GRE (V/Q/W)	AVG GPA/ SGPA	Observation Hours	Int'l Applicants	Interviews	LOR	Supplemental Fee or App
Cleveland State	40	150/146/4.0	3.65	Not required	Yes			N/A
College of Scholastica	48	150/152/4.0	3.6/3.55	60	Yes		2	N/A
Columbia	65	156/156/4.5	3.61/3.47	75	Yes	Yes	3	Supplemental app
Concordia of WI	28	150/150	3.63/3.64	40	Yes	Yes	2	N/A
Creighton	68	152/153	3.48/3.23	60	Yes	Yes	3	N/A
D'Youville	60		3.49/3.58	60	Yes		2	N/A
Daemen	70	Not required	3.4/3.3	120	Yes		2	N/A
Des Moines University	52	152/153	3.68/3.49	50	No	Yes	2	N/A
Dominican of Blauvelt	28	150/150	3.4/3.4	60	Yes	Yes	3	N/A
Drexel	62	300/4.0	3.66/3.56	50	Yes	Yes	2	N/A
Duke University	82		3.6/3.7	100	Yes	Yes	3	\$50
Duquesne	40	>156/146	3.5/3.3	100	Yes			Supplemental app
ECU	30	155/155/4.0	3.6/3.6	100	No		2	\$75 and supplemental app
E. Tennessee	40	150/150	3.66/3.63	Not required	Yes	Yes		\$55 and supplemental app
E. Washington	38	147/154/4.0	3.8/3.8	75	Yes		3	\$125 and supplemental app
Elon	46	154/154/4.0	3.64/3.53	100	Yes	Yes	3	N/A
Emory & Henry	32	152/153/4.0	3.21/3.25	40	Yes	Yes		\$30
Emory University	70	4.0	3.7/3.4	100	Yes	Yes	3	\$65 and supplemental app
FL Agricultural and Mechanical	25	152/150/3.5	3.5/3.5	20	Yes		3	\$30 and supplemental app
FL Gulf Coast	30	64%/53%/4.5	3.57/3.66	10	Yes	Yes		\$30 and supplemental app
Florida Intl	62	>50%/50%/3.5	3.5	60	Yes	Yes	3	\$30 and supplemental app
Franciscan Missionaries of Our Lady University	40	290/3.0 (min)	>3.0	60	No	Yes	2	N/A
Franklin Pierce - AZ	36	152/152/4.0	3.43/3.45	40	No		3	N/A
Franklin Pierce - NH	55	152/152/4.0	3.34/3.34	40	Yes		3	N/A
Gannon University - Erie	50	Not required	3.5/3.5	Not required	Yes		3	N/A
Gannon University - Ruskin	30	Not required	3.57/3.59	100	No		3	N/A
GWU	44	156/157/4.0	3.44/3.56	70	Yes	Yes	2	\$60 and supplemental app
Georgia State University	44	155/155/4.0	3.73/3.69	80	Yes	Yes	2	\$50 and supplemental app
Governors State	36	151/150	3.5/3.6	Not required or accepted	Yes	Yes		Supplemental materials for selected applicants
Grand Valley State	60	153/152/4.0	3.82/3.76	50	Yes			\$30 and supplemental app
Hampton University	30	>150/4.0	3.3/3.2	40	Yes			\$35 and supplemental app
Hardin-Simmons	28	151/153/4.0	3.75/3.67	80	Yes	Yes	3	N/A

School	Class Size	AVG GRE (V/Q/W)	AVG GPA/SGPA	Observation Hours	Int'l Applicants	Interviews	LOR	Supplemental Fee or App
Harding University	37		>3.0	100	Yes	Yes	3	N/A
High Point University	60	No min	No min	Not required	No	Yes	3	N/A
Howard University	25	150/150/3.0 (min)	3.4/3.4	80	Yes			\$75 and supplemental app
Husson University	45	>25%	3.51/3.5	20	Yes			N/A
Idaho State University	48	150/150/4.0	3.76/3.73	80	Yes	Yes	3	\$115 and supplemental app
Indiana State University	30	>290	3.55/3.2	60	Yes	Yes	3	\$45 and supplemental app
Indiana University	42	154	3.82/3.82	40	Yes	Yes		\$60 and supplemental app
Kean University	25	150/150/4.0	3.4/3.3	Require, no min	Yes	Yes		\$75 and supplemental app
Loma Linda	70	Not required	3.7/3.7	80	Yes	Yes	3	Supplemental app
LIU- Brooklyn	43	>290	3.4/3.5	36	Yes	Yes		Supplemental materials
LSU - New Orleans	35	>296	3.66	60	No	Yes	Varies	N/A
LSU - Shreveport	36	>3.0	3.65	60	No	Yes	Varies	N/A
Marist	48	>3.5	>3.0	80	Yes	Yes	2	N/A
Marquette	69	159/157/4.5	3.8/3.87	Not required	Yes	Yes		\$20
Marshall	40	151/151/3.0	3.63/3.52	60	Yes	Yes	2	\$40, if accepted
Marymount	40	151/150/4.0	3.2/3.32	40	Yes			\$30
Maryville of St. Louis	44	Not required	>3.2	20	Yes			N/A
Mayo Clinic	28	72%/61%/70%	3.78/3.74	100	Yes	Yes	3	N/A
MCPHS	40		3.41/3.41	10	Yes	Yes		N/A
MUSC	64	153/156/4.0	3.6/3.6	40	Yes		2	\$50 and supplemental app
Mercer University	38	155/4.0	3.74/3.69	40	Yes			\$25 and supplemental app
Mercy	30	55%/55%/4.0	3.3/3.8	80	Yes	Yes	2	\$40
Methodist	40	150/150/4.0	3.3/3.38	100	Yes	Yes	3	Supplemental materials
MGH	70	157/156/4.5	3.69	10	Yes		3	Supplemental materials
Midwestern University - Downers Grove	56	45%/41%/55%	3.67/3.52	Not required	Yes	Yes	2	N/A
Midwestern University - Glendale	54	60%/50%/70%	3.51/3.43	60	Yes	Yes	2	N/A
Misericordia	50	Required if SAT >5 years old	3.5/3.5	50	Yes			N/A
Missouri State	40	154/146	3.7/3.5	50	Yes	Yes	2	\$35, if accepted
Mount Saint Mary's	35	154/154/4.0	3.37/3.3	80	Yes	Yes	3	N/A
Mount St. Joseph	44	153/153/4.0	3.61/3.46	80	Yes	Yes	3	N/A
Mary Baldwin	35		3.5	40	No	Yes	2	\$45
Nazareth College of Rochester	23	Not required	>3.0	40	Yes		2	N/A
NY Institute of Tech	40	Not required	3.45/3.5	100	Yes	Yes		N/A
NY Medical College	45	154/155/4.0	3.45/3.39	50	Yes	Yes		Supplemental materials

School	Class Size	AVG GRE (V/Q/W)	AVG GPA/SGPA	Observation Hours	Int'l Applicants	Interviews	LOR	Supplemental Fee or App
NYU	40		>3.0	24	Yes	Yes		\$50
Northeastern	100	>48%/47%/3.5	3.6/3.6	40	Yes		3	Supplemental materials
N. Arizona	98	155/155/4.0	3.7/3.5	100	Yes	Yes		\$65 and supplemental app
Northwestern	95	67%/62%/70%	3.7	100	Yes		3	\$50
Nova Southeastern - Ft. Lauderdale	55		3.4/3.4	100	Yes			\$50 and supplemental app
Nova Southeastern - Tampa (Hybrid)	44		3.3/3.3	150	Yes	Yes	3	\$50 and supplemental app
Oakland University	38	152/152/4.0	3.7/3.5	Not required	Yes		2	N/A
Ohio State University	50	155/155/4.0	3.83/3.93	40	Yes	Yes	3	\$60 and supplemental app
Ohio University	44	155/154	3.79/3.75	40	Yes		3	Supplemental app
Old Dominion	40	155/154/4.0	3.61/3.61	80	Yes		3	\$50 and supplemental app
Pacific University	50	Not required	>3.2	100	Yes	Yes	2	\$40 and supplemental app
Philadelphia College of Osteopathic Med.	40	148/150/3.5	3.42/3.41	Not required	Yes	Yes	3	\$75 and supplemental materials
Plymouth State	30	50%/38%/50%	3.4/3.3	Not required	Yes	Yes		N/A
Quinnipiac	60	Not required			No			N/A
Radford	27	152/152/4.0	3.64/3.67	40	Yes		3	\$50, supplemental app and materials
Regis	81	70%/60%/69%	3.64/3.74	Not required or accepted	Yes	Yes	3	N/A
Rockhurst University	48	152/151/4.0	3.67/3.70	Not required	Yes	Yes	3	N/A
Rocky Mt. University	100	65%/56%/4.0	3.53/3.56	100	No	Yes	2	N/A
Rosalin Franklin University	50	154/154	3.65/3.52	40	Yes	Yes	3	\$35
Rutgers - Blackwood	32	>50%	>3.0	Not required	Yes	Yes	3	Supplemental materials
Rutgers - Newark	65	154/154/4.0	3.5/3.5	300	Yes	Yes	3	N/A
Sacred Heart	68	No min	>3.2	50	Yes	Yes	2	N/A
Sage Colleges	40		3.41/3.41	40	Yes		2	Supplemental materials
St. Francis	40	80	3.4/3.4	80	Yes		3	N/A
St. Louis University	94	Not required		30	No		0	N/A
Samford University	36	>297	>3.0	30	Yes	Yes	3	Supplemental app
Samuel Merritt University	40	156/155	3.53/3.34	40	Yes		2	N/A
Seton Hall University	40	154/154/4.0	3.5/3.4	50	Yes		2	N/A
Shenandoah University	60	148/146/4.5	3.61/3.59	40	Yes		2	Supplemental materials if accepted
Simmons University	20	156/154/4.0	3.59/3.58	30	Yes		3	Supplemental materials
South College	100	52%/43%	3.54/3.57	50	No	Yes		\$60 and supplemental app
SW Baptist University	80	149/148/3.5	3.5/3.51	40	Yes		3	N/A

School	Class Size	AVG GRE (V/Q/W)	AVG GPA/ SGPA	Observation Hours	Int'l Applicants	Interviews	LOR	Supplemental Fee or App
Springfield University	10	155/155/4.0	3.3/3.3	10	Yes			N/A
St. Ambrose University	36	152/154/4.0	3.76/3.71	50	Yes	Yes		N/A
SUNY Upstate	40	>50%	3.59/3.58	Not required	Yes		2	\$65 and supplemental app
Stockton University	34		3.75/3.68	80	Yes		3	\$50 and supplemental app
Stony Brook University	85	150/151/3.5	3.51/3.48	100	Yes			\$100
Temple University	70	152/153/4.0	3.53/3.5	Not required	Yes	Yes		N/A
Tenn. State	36	153/152	3.57	40	Yes	Yes	2	\$35 and supplemental app
Texas State	40	153/151	3.77/3.81	Not required	Yes			\$65 and supplemental app
Texas Tech	72	151/151/4.0	3.8/3.7	100	Yes	Yes		\$75 and supplemental app
Thomas Jefferson	65	Not required	3.61/3.51	50	Yes	Yes		\$25 and supplemental app
Touro University Nevada	40	152/151/4.0	3.35/3.43	100	No		2	\$75 and supplemental app
University of Alabama	54	56%/47%/4.0	3.68/3.6	40	Yes	Yes	2	\$50, if accepted
University of California - SF	50	72%/66%/4.5	3.6/3.6	150	Yes	Yes	3	\$105
University of Central Arkansas	26	No min	3.65/3.64	60	No	Yes	2	\$40 and supplemental app
University of Central FL.	38	155/155/4.0	3.78/3.77	30	Yes		3	\$31 and supplemental app
University of Cincinnati	36	155/156/4.0	3.74/3.63	50	Yes		3	\$65
University of Colorado	65	156/156/4.5	3.67/3.64	45	Yes		3	\$100
University of Dayton	35	151/153/4.0	3.66/3.53	80	Yes	Yes	3	N/A
University of Delaware	60	76%/69%	3.71/3.72	100	Yes	Yes	3	\$35 and supplemental app
University of Evansville	40	Not required	3.7/3.5	60	Yes	Yes	2	N/A
University of Findlay	36	No min	3.83/3.77	60	Yes		2	\$60
University of Florida	70	154/154/4.5	3.67/3.77	40	Yes		3	\$30 and supplemental app
University of Illinois at Chicago	60	155/156/4.0	3.84/3.64	40	Yes		2	\$70 and supplemental app
University of Indianapolis	45		3.7/3.7	Not required	Yes	Yes		\$20
University of Iowa	40	154/155/4.5	3.7/3.59	50	Yes	Yes	3	\$60 and supplemental app
University of Jamestown	36		3.51/3.49	40	Yes	Yes	2	Supplemental materials
University of Kansas	60	55%/60%/50%	3.87/3.85	40	Yes		3	\$75 and supplemental app
University of Kentucky	68	152/154/4.0	3.61/3.71	50	Yes	Yes	3	\$50 and supplemental app
University of Lynchburg	50	152/152	3.4/3.5	80	Yes			N/A
University of Mary	48	44%/38%/43%	3.51/3.55	40	Yes	Yes		N/A

School	Class Size	AVG GRE (V/Q/W)	AVG GPA/ SGPA	Observation Hours	Int'l Applicants	Interviews	LOR	Supplemental Fee or App
University of Mary Hardin - Baylor	40	Not required	3.4/3.6	80	Yes	Yes	3	Supplemental materials
University of Maryland - Baltimore	65	152/152/4.0	3.6/3.6	100	Yes	Yes	3	Supplemental app
University of Maryland - Eastern Shore	34		3.5/3.5	50	Yes	Yes		\$50 and supplemental app
University of Miami	62	155/155/3.5	3.51/3.56	100	Yes	Yes		\$40
University of Michigan - Flint	60	152/153	3.5	30	Yes		2	\$55 and supplemental materials
University of Montana - Missoula	36	154/152/4.0	3.7/3.76	80	Yes	Yes	3	\$80 and supplemental materials
University of Mount Union	30	147/148/3.5	3.3/3.24	80	Yes	Yes	3	N/A
University of Nebraska	66	152/154/4.0	3.77/3.62	Not required	Yes	Yes		N/A
University of Nevada LV	48	62%/57%/68%	3.68/3.65	100	Yes	Yes	3	\$60 and supplemental app
University of New England	60	52%/45%/58%	3.58/3.53	40	Yes		3	N/A
University of New Mexico	34	60%/45%/4.0	3.54/3.66	45	Yes	Yes	3	Supplemental materials
UNC Chapel Hill	32	62%/68%/4.0	3.65/3.61	100	Yes	Yes		\$85 and supplemental app
University of North Dakota	52	150/153	3.8/3.8	60	Yes	Yes	3	\$35 and supplemental app
University of North FL	30	153/153/4.0	3.84/3.59	80	Yes	Yes	2	\$30 and supplemental app
University of North Georgia	30	>153/144/3.5	3.6/3.6	100	Yes	Yes	3	N/A
University of North Texas	46	Not required	3.78/3.8	Not required	Yes	Yes	2	\$40
University of Oklahoma	62	153/153/4.0	>2.75	40	Yes			\$100 and supplemental app
University of Pittsburgh	60	65%/57%/65%	3.7/3.65	Not required	Yes		3	N/A
University of Puget Sound	40	73%/59%/63%	3.65/3.82	100	Yes		4	\$50
University of Rhode Island	32	54%/51%	3.64/3.73	30	Yes	Yes		N/A
University of Saint Mary	42	No min	>3.0	Not required or accepted	Yes			\$35
University of Scranton	40	Not required	>3.2/3.0	60	Yes		3	N/A
University of South Alabama	40	>290	3.85	50	No		0	\$75 and supplemental app
University of South Carolina	30	157/156/4.5	3.78/3.86	Not required	Yes		2	\$80
University of South Dakota	32	51%/49%/57%	3.76/3.68	50	Yes	Yes	3	\$35 and supplemental app
University of South Florida	48	No min	3.7/3.8	20	No		2	N/A
University of Southern CA	100	153/153	3.55/3.5	150	Yes		3	N/A
University of South Dakota	32	51%/49%/57%	3.76/3.68	50	Yes	Yes	3	\$35 and supplemental app
U. of St. Augustine - Flex	90	150/150/3.5	3.18/3.37	80	Yes	Yes	2	Supplemental app

School	Class Size	AVG GRE (V/Q/W)	AVG GPA/ SGPA	Observation Hours	Int'l Applicants	Interviews	LOR	Supplemental Fee or App
University of St. Augustine - Residential	230	150/150/3.5	>3.0	80	Yes	Yes	2	Supplemental app
University of Tenn. at Chattanooga	36	No min V/A, >3.0 W	3.86/3.84	Not required	Yes		2	\$35 and supplemental app
University of Tenn.	60	152/153	3.68/3.7	100	Yes	Yes	2	Supplemental materials
University of Texas - El Paso	36	149/150/3.5	3.57/3.63	50	Yes		3	\$45
University of Texas - San Antonio	44		3.65/3.65	50	Yes		2	\$60 and supplemental app
University of Texas - Galveston	60	155/155/4.0	3.75/3.75	80	Yes	Yes	3	\$30 and supplemental app
University of Texas - Dallas	40	153/153/4.5	3.8/3.8	Not required	Yes	Yes		N/A
University of the Incarnate Word	54	152/152/4.0	3.4/3.4	100	No	Yes	3	\$50
University of the Pacific	36	4.0	3.56	50	Yes	Yes	3	\$50
University of the Sciences	70	Not required	3.4/3.3	Not required	Yes	Yes		N/A
University of Toledo	28	Required for int'l students	3.64/3.55	Not required	Yes	Yes	3	\$45 and supplemental app
University of Utah	50	154/153/4.0	3.6/3.6	100	Yes	Yes	3	\$55 and supplemental app
University of Vermont	40	152/152/4.0	3.54/3.6	Not required or accepted	Yes			\$65 and supplemental materials
University of Washington	48		>3.0	50	Yes		3	\$85 and supplemental app
University of Wisconsin - LaCrosse	45	>143/143/3.0	3.78/3.75	40	Yes		2	\$50 and supplemental materials
University of Wisconsin - Madison	40	156/156/4.0	3.74/3.64	40	Yes		3	\$50 and supplemental materials
University of Wisconsin - Milwaukee	24	154/155/4.5	3.59/3.47	40	Yes		2	\$75 and supplemental materials
Utica College	36	Not required	3.65	40	Yes	Yes	2	Supplemental materials
VCU	54	154/154	3.6/3.6	45	Yes			\$50 and supplemental app
Walsh U.	34	151/151/4.0	3.71/3.62	30	Yes	Yes	3	Supplemental materials
Washington U.	88	154/155/4.5	3.72/3.67	80	Yes		3	Supplemental materials
Wayne State	36	151/151/4.0	3.64/3.69	Not required	Yes	Yes	2	\$50 and supplemental app
WVU	40	151/151/4.0	3.67/3.65	60	Yes		3	Supplemental materials if interviewed
Western Carolina University	35	69%/56%/4.5	3.68/3.68	32	Yes	Yes	3	\$65 and supplemental app
Western Kentucky University	32	150/150/4.0	3.6/3.6	100	Yes			\$60 and supplemental app
Western University Of Health Sciences	54	4.0	3.44/3.49	100	Yes	Yes	3	\$60 and supplemental app
Wheeling Jesuit University	60	149/149/4.0	3.4/3.2	80	Yes	Yes	3	N/A
Wichita State	40	147/149	3.63/3.70	20	Yes			\$50 and supplemental app

School	Class Size	AVG GRE (V/Q/W)	AVG GPA/ SGPA	Observation Hours	Int'l Applicants	Interviews	LOR	Supplemental Fee or App
Widener University	48	150/152/4.0	3.63/3.65	40	Yes	Yes	3	Supplemental app
William Carey University	30	150/148	3.8/3.6	20	Yes		0	N/A
Wingate University	44	152/153/4.0	3.47/3.54	50	Yes			N/A
Winston-Salem University	28	152/152	3.6/3.5	50	Yes			\$50
Youngstown State	32	150/150/4.0	3.74/3.55	40	Yes		3	\$45 and supplemental app
NON-PTCAS PARTICIPATING								
College of Staten Island			>3.0	100	Yes	Yes	0	
Concordia University - St. Paul	32		3.45/3.38	100		Yes	2	
DeSales University	28	>300	>3.0	40	Yes	Yes	2	
George Fox University		Not required	>3.25	200	Yes	Yes	2	
Hunter College	28	No min	>3.0	100	Yes	Yes	2	
Idaho State University	24	295 combined, >148V/4.0	>3.0	80			3	
Ithaca College	ONLY B.S./DPT program at this time							
Langston University		No min	>3.0/>2.5	50			3	
Lebanon Valley University		>150/>300/4.0	>3.0/>2.8	30	Yes		0	
Neumann University	30	150/150/4.5	3.0/3.3	50			3	
Northern Illinois University	36	150/150/4.0	3.0/3.0	50			3	
San Diego State	45	>300, 4.0	>3.0	100	Yes		3	
Slippery Rock University		No min	No min	100			3	
Trine University	32	Not required	>3.0	40		Yes	3	
University at Buffalo		>295	>3.0	40	Yes		3	
University of Connecticut	28	>310/4.0	3.3/3.0	40	Yes		2	
University of Hartford		>300	3.2	10	Yes	Yes	3	
University of Mass. Lowell		>290	>3.0/3.0	35	Yes	Yes	3	
University of Minnesota		>24/21	>3.0/3.0	100	Yes	Yes	2	
University of Mississippi	50	No min	3.5	40			0	
University of Missouri		No min	3.0	40	Yes		0	
University of Puerto Rico			3.0/2.8	30	Yes		0	
University of Southern California	95	312	3.4	150			3	

Academics are important, but so is finding the right fit. Each school has its own personality. Use the chart below to learn some of the unique characteristics of each DPT program and help determine which schools would be a good fit for you.

UNIQUE FEATURES

PTCAS PARTICIPATING	
Adventist University	<ul style="list-style-type: none"> Christian university Each student participates in a Global Learning Experience
Alabama State	<ul style="list-style-type: none"> Faculty have advanced degrees Biomechanics and motor control lab
Alvernia University	<ul style="list-style-type: none"> Part-time and full-time clinical experiences Opportunity to participate in student-run physical therapy clinic
American International	<ul style="list-style-type: none"> Service learning opportunities
Andrews University	<ul style="list-style-type: none"> Christian university Non-competitive, non-ranking program All faculty are involved in research projects Offers t-DPT, DscPT and an orthopedic residency program
Angelo State	<ul style="list-style-type: none"> 1:8 student to faculty ratio Clinical integration begins early in curriculum Multiple research labs
Arcadia	<ul style="list-style-type: none"> 21 patient-based units Orthopedic residency and Musculoskeletal Certificate Offers MPH/DPT dual degree
Arkansas State	<ul style="list-style-type: none"> Multiple service opportunities such as hippotherapy, therapy for veterans and research labs Admissions preference given to Arkansas State graduates and Arkansas residents
Armstrong/Georgia Southern	<ul style="list-style-type: none"> Curriculum is divided into two sections: "systems" and "lifespan"
Army-Baylor	<ul style="list-style-type: none"> Basic officer training followed up DPT degree Prepared to serve as active duty officer or military physical therapist
AT Still University	<ul style="list-style-type: none"> Orthopedic and neurological residency programs

Augusta University	<ul style="list-style-type: none"> Heavily focused on community service through Christ Community Health Services Traditional Chinese Medicine elective courses
Azusa Pacific	<ul style="list-style-type: none"> Holistic approach to healthcare New multi-million dollar West campus expansion to be completed in January 2019
Baylor University	<ul style="list-style-type: none"> 2-year accelerated program with 50% distance learning Curriculum powered by Evidence in Motion (EIM) Learning Academy Limited research opportunities due to accelerated nature of program No scholarships available
Bellarmino University	<ul style="list-style-type: none"> Nation's first physical therapy service learning clinic Geriatric residency program
Belmont University	<ul style="list-style-type: none"> Neurological, sports and pediatric residency programs Access to specialty laboratories International and local service projects
Boston University	<ul style="list-style-type: none"> Sports medicine opportunities Combined DPT/PhD program Part-time and full-time clinical experiences
Bradley University	<ul style="list-style-type: none"> Clinic for Fitness and Function (pro bono student run PT) International opportunities
Brenau University	<ul style="list-style-type: none"> Newly renovated learning center Early patient experience
Briar Cliff University	<ul style="list-style-type: none"> Catholic university Student run pro bono clinic Focus on clinical hands-on and service experiences
Cal State, Fresno	<ul style="list-style-type: none"> Multiple onsite clinics and labs with focus on balance and gait impairments Small class sizes
Cal State, Long Beach	<ul style="list-style-type: none"> Completion of a doctoral project Elective courses
Cal State, Northridge	<ul style="list-style-type: none"> First class graduated in 2015 6 dedicated physical therapy labs
Cal State, Sacramento	<ul style="list-style-type: none"> Multiple pro bono clinics and a simulation lab 97% of students are from California
Campbell University	<ul style="list-style-type: none"> Offers Early Decision option Heavy in service learning
Carroll University	<ul style="list-style-type: none"> Teaching Laboratory Practice as service learning

Central Michigan	<ul style="list-style-type: none"> Curriculum is split between two campuses Multiple research opportunities Pro bono clinic work
Chapman University	<ul style="list-style-type: none"> International learning opportunity Summer and fall cohorts
Chatham University	<ul style="list-style-type: none"> Heavy service component Problem-based learning
Clarke University	<ul style="list-style-type: none"> Pro bono clinic experience 5 clinical internships
Clarkson	<ul style="list-style-type: none"> Problem-based learning 50% of available seats go to 3+3 students
Cleveland State	<ul style="list-style-type: none"> Bonus 7-week elective practicum in a non-traditional setting
College of Scholastica	<ul style="list-style-type: none"> On campus student run physical therapy clinic New health sciences center
Columbia	<ul style="list-style-type: none"> Facilities are shared with NYP Hospital Research focus Large amount of clinical resources in New York
Concordia of WI	<ul style="list-style-type: none"> Christian university
Creighton	<ul style="list-style-type: none"> Multiple service opportunities 44 weeks of clinical education
D'Youville	<ul style="list-style-type: none"> Interdisciplinary education lab (simulation lab) Elective course in hippotherapy
Daemen	<ul style="list-style-type: none"> Medical mission opportunity Clinical-based research project
Des Moines University	<ul style="list-style-type: none"> Strong manual therapy emphasis Block format curriculum State of the art facilities
Dominican of Blauvelt	<ul style="list-style-type: none"> All faculty are current treating clinicians Weekend format (classes are Fri-Sun)
Drexel	<ul style="list-style-type: none"> Didactic and clinical work is integrated Dedicated research lab space
Duke University	<ul style="list-style-type: none"> Team based learning Global health projects State of the art facilities
Duquesne	<ul style="list-style-type: none"> Full year of cadaver anatomy High number of teaching faculty
ECU	<ul style="list-style-type: none"> Student run physical therapy clinic Admission preference given to NC residents Small class size

E. Tennessee	<ul style="list-style-type: none"> Manual therapy emphasis
E. Washington	<ul style="list-style-type: none"> Most faculty hold advanced doctoral degrees
Elon	<ul style="list-style-type: none"> 48 weeks of clinical internship State of the art facilities Service learning experience
Emory & Henry	<ul style="list-style-type: none"> New program Obesity research center Part and full-time clinical internships
Emory University	<ul style="list-style-type: none"> Diverse faculty Dual degree and residency opportunities
FL Agricultural and Mechanical	<ul style="list-style-type: none"> Faculty are actively involved in research projects
FL Gulf Coast	<ul style="list-style-type: none"> Problem based learning Small class size State of the art facilities
Florida Intl	<ul style="list-style-type: none"> Multiple research labs
Franciscan Missionaries of Our Lady U.	<ul style="list-style-type: none"> Catholic university Newly accredited program
Franklin Pierce - AZ	<ul style="list-style-type: none"> Smaller campus Research opportunities
Franklin Pierce - NH	<ul style="list-style-type: none"> Shared anatomy lab with Dartmouth Medical School Part-time work opportunities for students
Gannon University - Erie	<ul style="list-style-type: none"> Full time clinical internships are integrated into curriculum Community Health Initiative course sequence
Gannon University - Ruskin	<ul style="list-style-type: none"> 40 weeks of clinical experience Small class size
GWU	<ul style="list-style-type: none"> Wealth of clinical resources in Washington, DC New facility
Georgia State University	<ul style="list-style-type: none"> International study opportunities Farmworker Family Health Program
Governors State	<ul style="list-style-type: none"> Integrated clinical experiences Patient simulation labs
Grand Valley State	<ul style="list-style-type: none"> State of the art biomechanics labs All faculty are clinically active
Hampton University	<ul style="list-style-type: none"> Emphasis on underserved and disadvantaged students Small class size
Hardin-Simmons	<ul style="list-style-type: none"> New state of the art facilities as of summer 2018 Personalized clinical rotations 28-month long program

Harding University	<ul style="list-style-type: none"> • Christian affiliation • Medial mission of Africa
High Point University	<ul style="list-style-type: none"> • Sports medicine emphasis • Pro bono clinic • Multiple research opportunities
Howard University	<ul style="list-style-type: none"> • Faster, condensed curriculum • Historically black university
Husson University	<ul style="list-style-type: none"> • Research emphasis • Large facilities with high end rehabilitation equipment
Idaho State University	<ul style="list-style-type: none"> • Student run clinic • Distance learning education center • Small class size
Indiana State University	<ul style="list-style-type: none"> • Simulation center
Indiana University	<ul style="list-style-type: none"> • Mentoring available for foundational courses • Large facilities
Kean University	<ul style="list-style-type: none"> • 42 weeks of clinical experience • Significant amount of clinical experience integrated into curriculum
Loma Linda	<ul style="list-style-type: none"> • Serve learning Horses & Lambs • Research emphasis • Seventh-day Adventist Organization
LIU- Brooklyn	<ul style="list-style-type: none"> • Wide variety of resources in NYC • Highly experienced faculty • Center for Physical Rehabilitation that provokes services to the community
LSU - New Orleans	<ul style="list-style-type: none"> • Preference given to LA residents
LSU - Shreveport	<ul style="list-style-type: none"> • Onsite rehabilitation clinic
Marist	<ul style="list-style-type: none"> • Multiple simulation labs
Marquette	<ul style="list-style-type: none"> • Special area of interest concentrations • Student run clinic • Community outreach opportunities
Marshall	<ul style="list-style-type: none"> • 3, longer clinical affiliations
Marymount	<ul style="list-style-type: none"> • Problem based learning curriculum • Global education opportunities
Maryville of St. Louis	<ul style="list-style-type: none"> • Only 3+3 program at this time
Mayo Clinic	<ul style="list-style-type: none"> • High faculty research publication rate • Small class size • Extensive outpatient opportunities

MCPHS	<ul style="list-style-type: none"> • Early exposure to the clinic • Specialized faculty • Balance, Wellness and Movement Clinic
MUSC	<ul style="list-style-type: none"> • Student run pro bono clinic
Mercer University	<ul style="list-style-type: none"> • Dual DPT/MPH, DPT/MBA programs • Emphasis on research
Mercy	<ul style="list-style-type: none"> • Full-time weekend program • Courses held at variety of locations around NY campus
Methodist	<ul style="list-style-type: none"> • Low to student to teacher ratio • Faculty are engaged in research
MGH	<ul style="list-style-type: none"> • Paid, full-time, year long internships • Team-based learning • Large amount of resources in Boston
Midwestern University - Downers Grove	<ul style="list-style-type: none"> • Evidence-based practice • Health and Wellness promotion
Midwestern University - Glendale	<ul style="list-style-type: none"> • Small class size • Access to simulations labs
Misericordia	<ul style="list-style-type: none"> • Limited number of seats for graduate admission
Missouri State	<ul style="list-style-type: none"> • Low student to faculty ratio • On site PT clinic • Service learning projects
Mount Saint Mary's	<ul style="list-style-type: none"> • Service learning trips • Large amount of alumni sponsored continuing education opportunities
Mount St. Joseph	<ul style="list-style-type: none"> • Labs with high end rehabilitation equipment • State of the art simulation labs • Service learning opportunities
Mary Baldwin	<ul style="list-style-type: none"> • City is a hub for regional rehabilitation facilities • Access to outdoor recreation
Nazareth College of Rochester	<ul style="list-style-type: none"> • Elective class options • Opportunity for specialized training in working with children with Autism • Pro-bono PT clinic
NY Institute of Tech	<ul style="list-style-type: none"> • Holistic approach to learning • Orthopedic residency program
NY Medical College	<ul style="list-style-type: none"> • Wealth of research opportunities • Problem-based learning
NYU	<ul style="list-style-type: none"> • Small class size • Outstanding faculty • Research project is not a requirement • Many resources in NYC

Northeastern	<ul style="list-style-type: none"> • Simulation lab emphasis • Global learning opportunities • Can pursue concentrations in pediatrics and sports medicine
N. Arizona	<ul style="list-style-type: none"> • Two campuses • On campus physical therapy clinic • 29-month program • Strong neurological curriculum
Northwestern	<ul style="list-style-type: none"> • Strong research component • Many global health opportunities
Nova Southeastern - Ft. Lauderdale	<ul style="list-style-type: none"> • 40 hours of clinical education
Nova Southeastern - Tampa (Hybrid)	<ul style="list-style-type: none"> • Online and face-to-face learning one weekend per month • Do not need to live in Tampa to attend this program
Oakland University	<ul style="list-style-type: none"> • Offers early decision • Completion of research practicum at end of program
Ohio State University	<ul style="list-style-type: none"> • Research centered program, faculty are actively working on projects • More than a dozen faculty have advanced degrees • Opportunity to work with PT residents • Service learning opportunities
Ohio University	<ul style="list-style-type: none"> • Hybrid learning model with traditional and problem-based learning • Coursework in manual therapy and vestibular rehab
Old Dominion	<ul style="list-style-type: none"> • Standardized patient program at Eastern Virginia Medical School • 5 full-time clinical experiences • Service learning opportunities • On site PT clinic
Pacific University	<ul style="list-style-type: none"> • High quality facilities • Active community • Faculty strive to education “well rounded students”
Philadelphia College of Osteopathic Med.	<ul style="list-style-type: none"> • Opportunity to interact with other healthcare professionals • Wellness oriented curriculum • Students become certified in ergonomic assessment and personal training
Plymouth State	<ul style="list-style-type: none"> • Hosting a new New Hampshire PT Symposium in 2019 • Small program
Quinnipiac	<ul style="list-style-type: none"> • Only 3+3 program at this time

Radford	<ul style="list-style-type: none"> • Large research portion of curriculum • Located in major medial focused city • Small class size
Regis	<ul style="list-style-type: none"> • Outdoor community in Denver • New larger class size of 80 students • Opportunity to participate in alternate clinical experiences in specialized fields
Rockhurst University	<ul style="list-style-type: none"> • Can pursue additional business coursework • Many elective courses to choose from
Rocky Mt. University	<ul style="list-style-type: none"> • Hybrid of in person and online courses • 51 weeks of clinical education
Rosalin Franklin University	<ul style="list-style-type: none"> • Emphasis on self-directed learning • Research Portfolio System
Rutgers - Blackwood	<ul style="list-style-type: none"> • 4 different onsite research labs • Service learning programs
Rutgers - Newark	<ul style="list-style-type: none"> • Serves special needs children with PT and OT services
Sacred Heart	<ul style="list-style-type: none"> • Problem-based learning curriculum • Integrated clinical experience program
Sage Colleges	<ul style="list-style-type: none"> • Solid research foundation with presentation of a capstone project
St. Francis	<ul style="list-style-type: none"> • Diverse faculty
St. Louis University	<ul style="list-style-type: none"> • Jesuit institution • 40 weeks of clinical internships • Large number of faculty
Samford University	<ul style="list-style-type: none"> • All students participate in service learning projects • Work with students of other disciplines
Samuel Merritt University	<ul style="list-style-type: none"> • Small class sizes • 41 weeks of clinical internships
Seton Hall University	<ul style="list-style-type: none"> • New Branch Campus in Clifton, NJ • Doctoral-level faculty • State of the art facilities
Shenandoah University	<ul style="list-style-type: none"> • No “observation only clinical experiences” • Performing Arts Medicine certificate • Sports medicine opportunities

Simmons University	<ul style="list-style-type: none"> Large research facility All students complete capstone project Variety of clinical resources in Boston
South College	<ul style="list-style-type: none"> Uses EIM online learning academy 23-week terminal internship
SW Baptist University	<ul style="list-style-type: none"> Christian university Large class size Global Health Outreach Initiative
Springfield University	<ul style="list-style-type: none"> Global Health Service Learning Course Opportunity to mentor undergraduate students Campus clinic
St. Ambrose University	<ul style="list-style-type: none"> Interprofessional Health Clinic Cross-discipline learning Small class size
SUNY Upstate	<ul style="list-style-type: none"> Opportunity for elective classes
Stockton University	<ul style="list-style-type: none"> Use of two on campus hospitals Faculty have variety of clinical expertise
Stony Brook University	<ul style="list-style-type: none"> 2 separate campuses Large rehabilitation lab
Temple	<ul style="list-style-type: none"> State of the art facilities 3, 12-week clinical experiences Opportunity to explore advanced electives
Tenn. State	<ul style="list-style-type: none"> 5 clinical experiences Experienced faculty with terminal degrees
Texas State	<ul style="list-style-type: none"> Small teacher to student ratio Large campus with many resources New facilities Pro bono infant clinic
Texas Tech	<ul style="list-style-type: none"> Four clinical research labs Program is offered on three different campuses with modern equipment
Thomas Jefferson	<ul style="list-style-type: none"> Strong clinical experience program Many opportunities for interprofessional collaboration Orthopedic and neurological residency programs
Touro University Nevada	<ul style="list-style-type: none"> Non-Research intensive Traditional in person and online course format
University of Alabama	<ul style="list-style-type: none"> PhD and neurological residency programs Integrated clinical experiences

University of California - SF	<ul style="list-style-type: none"> Joint program between UCSF and SFSU Diverse student body Access to world class clinical sites Collaborative, team-based learning Small student to faculty ratio Elective opportunities
University of Central Arkansas	<ul style="list-style-type: none"> 43 weeks of clinical experiences
University of Central FL.	<ul style="list-style-type: none"> Students work with Central Florida community
University of Cincinnati	<ul style="list-style-type: none"> 41 weeks of clinical experiences
University of Colorado	<ul style="list-style-type: none"> Global health volunteer opportunity in Nicaragua Monthly PT clinic for homeless in downtown Denver
University of Dayton	<ul style="list-style-type: none"> Problem based learning curriculum Service learning programs Independent study electives in areas of interest
University of Delaware	<ul style="list-style-type: none"> On campus PT clinic One of the most highly rated programs in the country Cutting edge research
University of Evansville	<ul style="list-style-type: none"> Sports residency program Pro bono PT clinic run by students
University of Findlay	<ul style="list-style-type: none"> High rate of research publications Service learning opportunities including pro bono neurological clinic and trips to foreign countries
University of Florida	<ul style="list-style-type: none"> Strong research program Student run clinic
University of Illinois at Chicago	<ul style="list-style-type: none"> Elective course opportunities Exposed to wide variety of clinical settings
University of Indianapolis	<ul style="list-style-type: none"> Research track or professional development track State of the art health pavilion built in 2005
University of Iowa	<ul style="list-style-type: none"> Program is a part of the medical school with many resources Strong research component
University of Jamestown	<ul style="list-style-type: none"> All clinical experiences are located at the end of year 3
University of Kansas	<ul style="list-style-type: none"> Offers PhD program Premier research institution Advanced training in Multiple Sclerosis care

University of Kentucky	<ul style="list-style-type: none"> Center for Excellence in Rural Health Program meets at two different campuses
University of Lynchburg	<ul style="list-style-type: none"> 40 weeks of clinical internship Close knit students and faculty
University of Mary	<ul style="list-style-type: none"> Christian, Catholic and Benedictine values International service learning opportunities Pro bono on campus clinic
University of Mary Hardin - Baylor	<ul style="list-style-type: none"> Christian university Focus on serving the underserved
University of Maryland - Baltimore	<ul style="list-style-type: none"> All three clinical internships come at the end of the program Working toward becoming a leader in research Offers PhD program
University of Maryland - Eastern Shore	<ul style="list-style-type: none"> Emphasis on clinical experiences Commitment to serving the community through various wellness programs
University of Miami	<ul style="list-style-type: none"> Faculty are board certified in a variety of specialties 25 elective courses Faculty are very active in the program, outside class time
University of Michigan - Flint	<ul style="list-style-type: none"> Student-led pro bono PT clinic Part time or full time tracks
University of Montana - Missoula	<ul style="list-style-type: none"> Program is housed with many different clinics including sports and orthopedics, neurological and mobility impairments and a wellness center Ongoing research opportunities
University of Mount Union	<ul style="list-style-type: none"> State of the art facilities including a Motion Analysis Lab Partner with Northeastern Ohio Medical University
University of Nebraska	<ul style="list-style-type: none"> Faculty serve as advisors for students Research is not required for degree Collaboration with several hospitals in China
University of Nevada LV	<ul style="list-style-type: none"> Preference given to students from Nevada Provide care to rural and underserved populations
University of New England	<ul style="list-style-type: none"> Tight knit community Strong emphasis on research
University of New Mexico	<ul style="list-style-type: none"> Small class size Student-led PT clinic Motion Analysis Lab

UNC Chapel Hill	<ul style="list-style-type: none"> Completion of mock clinical cases, a comprehensive exam and a capstone project Offers three residency programs
University of North Dakota	<ul style="list-style-type: none"> 3+3 program only
University of North FL	<ul style="list-style-type: none"> 48 weeks of full and part time clinical experiences Small class size
University of North Georgia	<ul style="list-style-type: none"> Five educational labs with state-of-the-art equipment Pro bono STAR clinic Host industrial design students for weeklong conference aimed at building assistive technologies for patients with disabilities
University of North Texas	<ul style="list-style-type: none"> Rural health course Research-intensive Interdisciplinary education experiences with PA students
University of Oklahoma	<ul style="list-style-type: none"> Completed in Oklahoma City and Tulsa Clinical experiences are completed within OK
University of Pittsburgh	<ul style="list-style-type: none"> More than 90 weeks of clinical internships Faculty publish a large amount of research Large medical facility in Pittsburgh
University of Puget Sound	<ul style="list-style-type: none"> 2 clinical internships are completed Onsite student-run PT clinic Not a large research focus
University of Rhode Island	<ul style="list-style-type: none"> Completion of a Broadening Experience (2-week service learning) Service is a core component of program Small class size
University of Saint Mary	<ul style="list-style-type: none"> Faculty are involved and available for students Pro bono student clinic Clinical internship can be done all across the country Elective course offerings
University of Scranton	<ul style="list-style-type: none"> Emphasis on service and compassion Jesuit education Domestic and international service learning trips Sense of campus community
University of South Alabama	<ul style="list-style-type: none"> Mentor program for students International experiences

University of South Carolina	<ul style="list-style-type: none"> PhD degree offerings 40 hours of clinical internships Well established research program
University of South Dakota	<ul style="list-style-type: none"> Board certified faculty Opportunity to present at national conferences Assist in treating D1 athletes
University of South Florida	<ul style="list-style-type: none"> Interprofessional curriculum Onsite PT center
University of Southern CA	<ul style="list-style-type: none"> Comprehensive onsite clinical practice Many hours of clinical experience within curriculum that encompass a wide variety of specialties
University of St. Augustine - Flex	<ul style="list-style-type: none"> More than 50% of coursework is online Bimonthly on campus clinical lab sessions Takes 4 years to complete program
University of St. Augustine - Residential	<ul style="list-style-type: none"> Four campuses to choose from Small class size Complete in under 2 years
University of Tenn. at Chattanooga	<ul style="list-style-type: none"> Outdoor community All students participate in faculty-driven research projects
University of Tenn.	<ul style="list-style-type: none"> 5 full-time clinical experiences Movement science lab
University of Texas - El Paso	<ul style="list-style-type: none"> Brand new anatomy teaching lab
University of Texas - San Antonio	<ul style="list-style-type: none"> Collaboration and work with medical students 4-week specialty clinical rotation
University of Texas -Galveston	<ul style="list-style-type: none"> Neurological and orthopedic residency programs Collaboration with other types of health care providers Bridge PTA to DPT program
University of Texas - Dallas	<ul style="list-style-type: none"> Large facilities at UT Southwestern Research emphasis Department manages several outpatient clinics on campus and in the community Prosthetics-orthotics clinic
University of the Incarnate Word	<ul style="list-style-type: none"> Catholic university Problem-based learning curriculum
University of the Pacific	<ul style="list-style-type: none"> 40 hours of clinical internships Small class size Outdoor community

University of the Sciences	<ul style="list-style-type: none"> Pro bono clinic Cutting edge research facilities
University of Toledo	<ul style="list-style-type: none"> Simulation and clinical skills centers PhD opportunity Medical missions
University of Utah	<ul style="list-style-type: none"> Student run pro bono clinic Emphasis on research
University of Vermont	<ul style="list-style-type: none"> All students participate in research with faculty mentors Service learning projects Strong orthopedics and manual therapy curriculum
University of Washington	<ul style="list-style-type: none"> Multiple local and international service learning opportunities 11 credit capstone project
University of Wisconsin - LaCrosse	<ul style="list-style-type: none"> 5 clinical internships All students complete research practicum
University of Wisconsin - Madison	<ul style="list-style-type: none"> Work with numerous offsite clinics to bring patients to programs labs Clinical simulation lab Large network of clinical and research faculty
University of Wisconsin - Milwaukee	<ul style="list-style-type: none"> Research intensive program Urban location with many clinical resources Human Performance and Sports Lab
Utica College	<ul style="list-style-type: none"> State of the art facilities Small class size
VCU	<ul style="list-style-type: none"> Most faculty have PhD degrees Established research program Extensive clinical education program
Walsh University	<ul style="list-style-type: none"> Catholic university Small class sizes State of the art facilities
Washington U.	<ul style="list-style-type: none"> Human Movement System Approach Established research program with opportunity to work with clinical trials
Wayne State	<ul style="list-style-type: none"> Carnegie Foundation research university distinction Located on a large medical campus
WVU	<ul style="list-style-type: none"> At least one clinical rotation is completed in a rural or underserved community Faculty have advanced degrees and access to clinical specialties
Western Carolina University	<ul style="list-style-type: none"> Pro bono and fall prevention clinics Outdoor community

Western Kentucky University	<ul style="list-style-type: none"> At least one clinical rotation in a rural setting
Western University Of Health Sciences	<ul style="list-style-type: none"> Service learning opportunities Can choose from clinical internships across the country
Wheeling Jesuit University	<ul style="list-style-type: none"> Jesuit university Problem based learning curriculum Emphasis on holistic practice
Wichita State	<ul style="list-style-type: none"> Interprofessional Education Program Over 40 weeks of clinical experiences
Widener University	<ul style="list-style-type: none"> Community health practicum Pro bono clinic
William Carey University	<ul style="list-style-type: none"> Christian university Many faculty have advanced degrees and certifications
Wingate University	<ul style="list-style-type: none"> 43 weeks of clinical internships State of the art human anatomy lab
Winston-Salem University	<ul style="list-style-type: none"> Community care clinic Collaborations with schools of medicine and engineering
Youngstown State	<ul style="list-style-type: none"> Small class size Pro bono PT clinic
NON-PTCAS PARTICIPATING	
College of Staten Island	<ul style="list-style-type: none"> 20 students per class Semester long Elecdoneuromyogrphahy and Motion Analysis certification International collaborations
Concordia University - St. Paul	<ul style="list-style-type: none"> Extensive clinical education program Service learning and health promotion opportunities
DeSales University	<ul style="list-style-type: none"> Christian university Interprofessional opportunities State of the art labs and service learning experiences
George Fox University	<ul style="list-style-type: none"> On campus community clinic Opportunities to participate in rural care All faculty have terminal degrees
Hunter College	<ul style="list-style-type: none"> Many clinical resources in New York
Idaho State University	<ul style="list-style-type: none"> Direct patient care in first year of program Faculty are clinically engaged
Ithaca College	<ul style="list-style-type: none"> OT/PT clinic All full time faculty have doctoral degrees

Langston University	<ul style="list-style-type: none"> 14 students per class
Lebanon Valley University	<ul style="list-style-type: none"> New Health Professions Pavilion with sophisticated human performance and anatomy labs
Neumann University	<ul style="list-style-type: none"> Weekend 3 year, on-campus format
Northern Illinois University	<ul style="list-style-type: none"> Strong manual therapy component Early introduction to direct patient care through on site PT clinic
San Diego State	<ul style="list-style-type: none"> Anatomy lab that is dedicated to DPT use Many service opportunities
Slippery Rock University	<ul style="list-style-type: none"> Opportunity to explore elective courses International learning opportunities
Trine University	<ul style="list-style-type: none"> Pro bono student run clinic Sports Neuromechanics Lab
University at Buffalo	<ul style="list-style-type: none"> 52 weeks of clinical education Rehabilitation Science PhD
University of Connecticut	<ul style="list-style-type: none"> Top ranked department of kinesiology Small class size Can participate in clinical internships across the country
University of Hartford	<ul style="list-style-type: none"> Scientific Inquiry Research Series to complete a three-semester long research project
University of Mass. Lowell	<ul style="list-style-type: none"> Local service learning opportunities
University of Minnesota	<ul style="list-style-type: none"> 40 weeks of clinical internships Two pro bono community clinics
University of Mississippi	<ul style="list-style-type: none"> Curriculum focussed on clinical care Physical therapy residency programs
University of Missouri	<ul style="list-style-type: none"> Problem based learning Abundant community service opportunities
University of Puerto Rico	<ul style="list-style-type: none"> Program is conducted in both Spanish and English and ability to speak Spanish is recommended Ability to complete clinical experiences in United States
University of Southern California	<ul style="list-style-type: none"> Residential and hybrid programs Large medical community in Los Angeles

Interviews

There are a wide variety of application deadlines for US-based DPT programs, and the timing of interviews may vary depending on which programs you have applied to. If you have applied through PTCAS, you can check the status of your application on their site. If a program wants to move forward after reviewing your application and supplemental documents, they will contact you directly.

Being invited to interview for a DPT program is a huge accomplishment. Once you receive that magical message, take a moment to celebrate—you've cleared some major hurdles on your journey toward gaining entry into a program. An in-person or virtual interview means that your application and other credentials have sufficiently impressed the admissions committee to want to know more about you and whether you'd be a good fit for their program. That in itself is a huge accomplishment.

But the work is just beginning. Don't panic. Depending upon your individual personality, the prospect of an in-person interview may seem like a piece of cake... or

absolutely terrifying. Unlike grades, extracurriculars, GRE scores, volunteer hours, or other more concrete aspects of your application, an interview isn't quite so cut and dried. There is a wide array of possibilities you may encounter, which makes the preparation process a little less concrete.

It's perfectly okay to be nervous about an interview, but there are plenty of steps you can take to make sure you are as well prepared as possible for this crucial step on your application journey.

DO YOUR HOMEWORK

As soon as you receive notice from a school that you've been granted an interview, don't be afraid to ask for more information. What kind of interview process do they use? Will you meet one-on-one with someone from the admissions committee or a larger faculty panel, or does the school utilize a group interview format? Will there be an impromptu essay to complete? Will you have an

opportunity to tour the program facilities and/or to interact with current students? Will you meet other prospective students before, during or after your interview?

As with so many things, the unknown can be the scariest thing about preparing for your interview. Go ahead and arm yourself with as much advance information as you can. Much of this may be found on each individual school's website, but don't be afraid to reach out to the admissions department with a brief inquiry regarding any specific questions you may have.

Once you know what type of interview process you will encounter, you can narrow your focus on how to prepare. If the interview will be you and an admission panel, you'll want to consider how to manage the stress of several pairs of eyes focused upon you. If you'll be interviewing with a group of other eager applicants, you may need to practice ways to ensure you get the chance to answer some of the questions while managing to avoid cutting others off or coming across as overbearing.

Practice goes a long way, but don't assume that you won't receive a curveball or two on the actual interview. During my own interview, one of the panel members met me at the door and introduced herself in rapid-fire Danish! She had gained from my CV that I had learned some basic conversational skills during an undergraduate semester in Copenhagen, but I was caught off guard and accidentally answered her in German (this didn't keep me from getting into the program, but it certainly rattled me a little). Admissions committees know what they're doing when they throw you something unexpected—they want to gauge how well you think on your feet. Often, the way you field a question says as much about you as what you actually say.

There are plenty of online resources (including APTA's student resources, Student Doctor Network, Pre-PT Grind, and YouTube) where prospective, current, and former DPT students discuss the types of interview formats and questions they've encountered.

The following schools do NOT conduct applicant interviews as part of the admissions process:

- Bradley University
- California State University (Long Beach)
- California State University (Northridge)
- Chapman University
- Mt. Saint Mary's University
- Northwestern University* (but may be requested at discretion of admission committee)
- Seton Hall University
- Texas Women's University
- University of Pittsburgh

- University of Puget Sound
- University of South Carolina
- University of Southern California
- University of Washington

If you decide to apply to a program that does not conduct interviews, keep in mind that they will make their entire decision about your application without ever having met you. If your application and credentials are superb, this may be a great option. But if your application has any weaknesses (or if interpersonal interactions are a particular strength for you), think carefully whether foregoing an interview could potentially help or harm your overall chances.

BUDGET ACCORDINGLY

It's probably no surprise by now that applying to DPT programs is not cheap. The same holds true when it comes to interview process, especially if you're traveling any distance to get there. When interview offers start rolling in, it's worth your time to sit down and make a realistic budget of the expenses you expect to incur for each one. Plane tickets, rental cars, gas, food, interview clothing, and hotels all add up and planning ahead for the costs you anticipate for each individual interview may help prevent some nasty sticker shock later. Taking advantage of budget travel sites (such as Priceline, Orbitz, Kayak, AirBnB, etc.) may be a good way to comparison shop for the most affordable travel options, but be sure to check refund policies, as some budget sites may not offer flexibility if your travel plans change unexpectedly.

Whether you're driving, flying, or taking the bus to reach an interview site, build some time into your itinerary for travel delays, inclement weather, or other sudden obstacles. If your interview is at 11:00 am on Friday morning, don't book a flight that's scheduled to arrive at 9:00am. You will already be on edge as the big day approaches—the last thing you need is additional panic that a flight delay will cause you to miss your interview.

ASSEMBLE YOUR ASSETS

Interviews are all about making an impression. It's like a first date, where you and the school are getting together to see if you'd be a good fit for one another. Think about the image you want to portray during your interview. Your job is to convince the admissions committee that you are mature, professional, organized, and adaptable to social and professional situations.



THE WEEK BEFORE

Practice, practice, practice

While you can't know for sure the questions you'll encounter on interview day, there are plenty of practice questions available. Your prospective school may have an online student discussion group. Sites such as healthgradadvantage.com, ptprogress.com, or APTA's student resources can also be useful sources of sample questions. In the week leading up to the interview, ask friends and family to practice with you—and don't let them go easy on you! Don't forget to have them also give feedback on your non-verbal performance—your overall presentation, whether you say “umm...” or “like” every ten seconds, how well you make and maintain eye contact, etc.

Choose your outfit

Your interview is the time to show how unique you are... but not because of what you're wearing. Your outfit should be neat and professional, but should not be what the admissions committee remembers about you. This is not the time for anything tight, revealing, low-cut, ill-fitting, or otherwise questionable. If you wouldn't wear it to a funeral, it's probably not appropriate for your interview.

Appropriate clothing choices include suits, ties, slacks, moderate-length skirts, blouses, dresses, etc. Colors and patterns should be relatively sedate, as should accessory and makeup choices. If business-appropriate attire isn't your strong suit, don't be afraid to ask for advice while shopping. Most brick-and-mortar clothing stores will have someone on staff who can offer assistance on how to match and accessorize an interview-suitable outfit.

Be sure to consider the weather and climate of your interview site when choosing your ensemble. Interviewing in Minnesota in January may require far different outerwear than South Carolina in March.

If finances limit your clothing budget, there is nothing wrong with looking for secondhand options—just be sure that any interview attire you purchase secondhand fits appropriately, is freshly laundered and pressed, and has no holes, stains, or damaged seams.

If you will be traveling to reach your interview site, be sure that you have the appropriate gear for transporting your interview clothing (travel-friendly garment bags, etc.) and that your accommodations have an iron available for last-minute touch ups. A travel-sized lint roller and emergency sewing kit may also be worth sticking into your suitcase.

Print out and organize your documents

Having all your documents printed and organized in a leather or high-quality cloth padfolio can relieve at least some interview-day stress. Make sure to double-check your interview correspondence from the school for any documents they require you to bring. Other items you may wish to include:

- A clean copy of your resume/CV and personal statement
- List of sample questions you may be asked (for last-minute review)
- List of sample question you may wish to ask the school
- Blank pages (and pen) for jotting notes before/after interview

Double check travel and lodging plans

Airlines overbook. Storms can occur at the most inconvenient times. The week before your interview is a good time to double check all your travel plans, including itineraries, confirmations, and contact numbers. While you probably have all this information stored in your phone, it's also worth taking the time to print out copies of all travel documents to have handy, just in case.

Study the school's website

Whenever possible, I like to know what I'm facing ahead of time. Studying the school's website can give you valuable insights on the school's mission, areas of particular community outreach, and faculty research. Delving into faculty webpages and CVs can tell you even more, and may even offer links to published papers that you can peruse. Use Google Maps to scan the university's layout and locate the exact location of the DPT program building and offices—it will go a long way toward easing stress on interview day if you're not frantically driving in circles on campus trying to figure out where to go.

THE DAY BEFORE

Depending upon whether you have to travel to reach your interview site, the day before may or may not be occupied with getting from point A to point B. If you will be on the road, try and check into your lodgings early enough to unpack, take a walk, and get something healthy to eat. If the hotel has a fitness center, pool, or hot tub, you can mentally run through your practice questions list while you run, swim, or soak. Set more than one alarm and schedule a wake-up call with the front desk. You'll likely be getting nervous at this point, but try to wind down early in the evening. Turn off screens (phone included!) an hour before you want to go to sleep and do your best to get some rest.

THE BIG DAY—BREATHE!

It's almost show time, so start the day off right. Set your alarm early (you've probably been awake for much of the night anyway) so you have plenty of time to get into the right frame of mind. While you may be tempted to rehearse last-minute scenarios all the way to the interview, this is not the time for last-minute cramming. Eat a healthy, moderate-sized breakfast and drink plenty of water (but not so much you'll be desperate for a restroom during the interview). Planning twenty minutes for a light jog, yoga routine, or morning meditation may help you feel more relaxed and focused.

Plan to arrive at the interview building and get parked at least 30 minutes early, but 10-15 minutes early to the room or office in question is sufficient. Even if your stress levels are creeping upward, be sure and make eye contact with and speak pleasantly to anyone you may encounter once you're on campus. You never know who you may be speaking to, so make a good impression from the start. If there are other applicants in the waiting area, make at least a brief, polite greeting. It may be tempting to distract yourself on your phone while you wait, but consider the image you want to project when your turn is called. You'll appear more engaged, approachable, and professional if your head isn't bent over your phone—both to the other applicants and to the admissions committee.

Sample Interview Questions

- Why do you want to be a physical therapist?
- What other health careers did you consider and why did you choose physical therapy?
- Tell us about a pivotal experience in your life.
- Describe a time when you failed at something important. How did the experience affect you? What did you learn?
- What is your greatest strength?
- What is your greatest weakness?
- Describe an experience from your clinical observation hours that had an impact on you.
- What would you do if a supervisor asked you to do something unethical in a clinical setting?
- How would you handle an interpersonal challenge in the professional setting?
- What would you do if you saw a classmate cheating on an exam?

This is by no means an exhaustive list and there are many other examples of sample interview questions available online. No matter what questions you encounter, take your time formulating your response. If a question throws you, you can respond with, “what a good question. Let me gather my thoughts on that for a moment...” Even if you're

nervous, don't starting saying everything that comes to mind. Be personable and friendly, but keep your answers focused on the original question.

The questions you may encounter on the interview may vary, but keep in mind that you're showing the committee who you are, how you conduct yourself, and how you respond in a professional setting.

Shake hands with each member of the committee and make eye contact when introducing yourself. When the interview is complete, thank them sincerely for their time and shake hands again (if feasible) before leaving.

FOLLOW UP STRONG

No matter how you feel your interview went, it's important to let the school and the interviewing team know you appreciate their time and enjoyed meeting them. A brief, yet sincere thank you note is well worth your time and effort, as it shows courtesy and attention to detail. A thank you note may be handwritten or e-mailed and sent to the program office within about a week after your interview. It may be a good idea to write the note soon after your interview, while details are still fresh in your mind, even if you wait a few days to actually send it. Keep your message brief yet personal— don't gush or try and retroactively address anything you fear may not have gone well in the interview

THE WAITING GAME

Waiting to hear from a school following your interview can be as nerve-wracking as the interview itself. As tempting as it is to constantly check your mail, it's healthy to take a step back and trust the process. If you have other interviews lined up, throw your energy into preparing for them. If there were areas where you feel you could have performed better on your last interview, take some time to practice those areas specifically.

MOVING FORWARD

There are three possible outcomes you can expect following your DPT program interview.

Polite Rejection: After your interview, the committee may ultimately decide that you and their program simply weren't meant for one another. Or they may have already filled their available slots with candidates who were a little more qualified, or who interviewed a bit better. Don't despair—it truly isn't personal. If you receive a rejection, swallow your pride and send a short note, thanking them

for their consideration. If you plan to re-apply at another time, you may also inquire as to whether they have any feedback/recommendations on how you may strengthen your application in future.

The Waitlist: You may receive word that you have been placed on a program's waitlist. While not an outright acceptance, being waitlisted is by no means a sign of failure. The program liked you and your application enough to consider you as an alternate in the event that not all of their first round of accepted students will end up matriculating into the program. Being on the waitlist can be tough, as you don't quite know where you stand. At this point, it's a good idea to continue focusing on any other interviews you're still preparing for, as nothing is certain at this point. Search the program's website for information on when waitlisted candidates may be informed whether they ultimately gain acceptance into the program. If you receive notification that you've been waitlisted by a school, you may wish to craft a response letter. This letter should be polite, non-emotional (even if you're feeling frustrated or hurt, don't let it show!), and should re-emphasize your strong interest in the program and your desire to enroll should you be accepted.

Sweet Success! The third and sweetest outcome, of course, is that life-changing letter which invites you to join a DPT program. Congratulations, you are officially on the road to become a Doctor of Physical Therapy! If you are among the happy few who are offered admission to multiple programs, be sure to send polite declination letters to whichever schools you do not end up choosing.

RESOURCES

<http://www.apta.org/PTEducation/>
<http://www.apta.org/Policies/CoreDocuments/>
<http://www.ptcas.org/Directory/>
<http://www.apta.org/Blogs/Pulse/2017/12/SchoolInterviews/>
<http://healthgradadvantage.com/physical-therapy/the-doctor-of-physical-therapy-interview-preparing-for-the-questions>
<https://www.ptprogress.com/20-sample-pt-school-interview-questions/>
<https://preptgrind.mykajabi.com/>



Writer Biographies

Ellen Argo, PT, PCS, MS, C/NDT is a graduate of The University of St. Augustine for Health Sciences and is a board-certified specialist in pediatric physical therapy. In addition to full time clinical work as an outpatient pediatric physical therapist, Ellen also teaches a course at Austin Peay State University for undergraduate students who are considering applying to physical therapy school and she teaches in the entry level DPT program at Belmont University in Nashville, Tennessee.

Sophie Mench, PT, DPT is a Doctor of Physical Therapy who currently resides in Virginia and practices in a small outpatient orthopedics setting. She is a native of Burlington, Vermont and a graduate of the University of Vermont with degrees in both Nutrition and Food Science and Physical Therapy.

She is an expert in treating orthopedic injuries and has a special interest in Pilates-based physical therapy. Sophie has completed numerous continuing education courses and most notably, is qualified to treat facial nerve disorders using Comprehensive Facial Nerve Rehabilitation. Her future goals include working to further physical therapy research as well as completing her Pilates teaching certification.

In her spare time, she enjoys running, traveling and spending time with her family.

Monica Roe, DPT, MFA, is a physical therapist and freelance writer who currently consults for a number of off-road bush communities on Alaska's Seward Peninsula. She has provided pro bono services in Ecuador's Amazon region, as well as in the Toledo District of Belize. In Belize, she served as rehabilitation director and on-site program developer for a community-based rehabilitation outreach. When not writing or traveling, Monica and her husband own and operate Old Swamp Apiary (with the help of their hardworking honeybees).



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