

Admissions Requirements Recommendations

Following considerable discussion, the following set of guidelines for a “core” set of admissions requirements were developed. The selection of these requirements were based upon the following principles:

- 1) The desire of stakeholders (students, pre-health professions advisors, etc) to have a concise list of prerequisites
- 2) Applicants should be able to demonstrate a proficiency in communication as preparation for professional roles and interactions which may include courses in speaking and writing English, medical terminology and computer skills.
- 3) It is expected that the applicant will have “acquired a comprehensive background in the liberal arts and sciences... [that] are typically exemplified by students who have a baccalaureate degree”¹.
- 4) These specifically stated prerequisite courses reflect those courses which might not be completed as part of any of the wide range of baccalaureate degrees that could be taken as a pre-physical therapy student.
- 5) There is a lack of evidence that would suggest any individual requirement or set of requirements is essential for “success” in physical therapy professional education. Therefore, “best practice” decisions must be based upon the experiences of physical therapy educators.
- 6) These are only recommendations or guidelines. Adoption of these guidelines are dependent upon the individual needs and the institutional culture of the physical therapy program and the college/university in which the program resides.

Prerequisite Courses

Knowledge of **human behavior** from an individual and societal perspective: 2-3 courses (6-9 sem hrs) which would likely include general and developmental or abnormal psychology

Biology: 2 courses (8 sem hrs) or 1 course (not botany) (4 sem hrs)

Chemistry: 2 courses (8 sem hrs)

Physics: 2 courses (8 sem hrs)

Anatomy/Physiology: 2 courses (8 sem hrs)

Statistics: 1 course (3 sem hrs)

TOTAL: 10-12 courses (37-44 sem hrs)

Other Requirements

A standardized test assessing communication and reasoning skills commensurate with a post-baccalaureate first professional degree education (GRE, MCAT, GMAT, etc)

Exposure to a variety of physical therapy experiences to understand the diversity of practice within the profession

Personal and interpersonal attributes expected of all professionals are expected in applicants to physical therapy education programs and may be evaluated through one or more mechanisms such as interviews, references, contact with professionals in volunteer or employment experiences

Grade point averages for either overall grade point or for the prerequisite courses should be commensurate with accepting students into a post-baccalaureate first professional degree education program.

Adopted February 2004

¹ Evaluative Criteria for Accreditation of Education Programs for the Preparation Physical Therapists, Effective January 1, 1998, Commission on Accreditation in Physical Therapy Education.