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Introduction

The Doctor of Philosophy (Ph.D.) degree offered by the Georgia State University College of Education and Human Development (CEHD) is congruent in purpose with the following statement of the Council of Graduate Schools in the United States:

The Doctor of Philosophy degree is the highest academic degree granted by American universities. It is awarded to those who have demonstrated mastery of the field and successfully completed and defended a dissertation. The degree is a clear recognition that the student has the ability to complete a substantial piece of research work, to present formally the results of this work, and to appreciate its significance in the general field. The degree has always been considered the most significant achievement in preparation for an active career in scholarship and research. The requirements set by American universities for attainment of the Ph.D. degree may vary considerably among universities, but all have a common set of experiences and tasks designed to produce a scholar and researcher with recognized competence in the chosen field. The successful candidate for the Ph.D. is then considered prepared to undertake a career of scholarship, research, and service to society.

The Ph.D. major in Kinesiology is designed to prepare students for research and teaching careers at colleges and universities and for health, physiological performance, rehabilitative science, sport management, and related fields.
Concentration Areas in the Ph.D. Program

The concentration in **Biomechanics and Physical Rehabilitation** focuses on the scientific description of human movement using multidisciplinary approaches (e.g., biomechanics, neuroscience, engineering) and advanced measurement techniques (e.g., motion capture, force and muscle activity measurements, etc.) in order to restore the functional capacity, improve the interaction with the environment, and enhance the quality of life for healthy and pathological individuals.

The concentration in **Exercise Physiology** prepares students to teach and conduct research in areas related to cardiopulmonary and neuromuscular physiology with particular emphases on exercise metabolism and performance in healthy populations, and in populations with chronic diseases (e.g., cardiovascular, metabolic, and neuromuscular diseases).

The concentration in **Physical Education Teacher Education (PETE)** prepares students for careers in higher education as scholars, researchers, and teacher educators. Research expertise will be acquired in the areas of instruction, digital pedagogy, curriculum, assessment, teacher education, teacher development, and adapted physical education. The cognate area will prepare students as members of communities of scholars in higher education.

The concentration in **Psychology of Physical Activity** prepares students to teach and conduct research in areas related to the correlates of physical activity, mental health benefits of physical activity, theory-based behavior change strategies, and the design, implementation, and testing of theory-based physical activity interventions. Completion of this concentration will not lead to students becoming licensed psychologists.

Students earning a concentration in **Rehabilitation Science** will gain an in-depth understanding of the basic and applied aspects of health science and services, the social sciences, biomechanics, physiology, neuroscience and engineering as they relate to restoring human functional capacity and improving a person’s interaction with the surrounding environment. Students will hone skills of oral and written communication of scientific information, which will help to prepare them for academic and research positions in universities, private research institutions, government agencies, private industries, and the public policy sector. The concentration in Rehabilitation Science is only open to students currently enrolled in the Doctor of Physical Therapy Program in the Byrdine F. Lewis College of Nursing and Health Professions.

The concentration in **Sport Administration** prepares students to teach and conduct research in areas related to sport administration, including management, organizational behavior, marketing, communication, sport ecology, and urban planning. The program guides students to think critically about the sport management industry, comprehend sport management theory, develop a line of research inquiry, and apply various research designs and advanced statistics to become sport management researchers and professors in higher education.
This Doctoral Flowchart suggests a recommended time sequence for doctoral students. All academic coursework, successful completion of comprehensive examinations, successful presentation of prospectus and advancement to doctoral candidacy, must be completed within 7 years from the earliest course listed on the approved Program of Study. Your faculty advisor and members of advisory committee will help you determine your program of study. Once admitted to candidacy, remaining requirements must be completed within the 9-year limit of completion of the degree. All doctoral forms are available online.

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<th>DATE</th>
<th>REQUIREMENTS</th>
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<td>Select DOCTORAL ADVISORY COMMITTEE by the end of 1st year or 27 semester hours</td>
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<td>Plan PROGRAM OF STUDY by the end of 1st year or 27 semester hours</td>
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<td></td>
<td>Submit Program of Study/Doctoral Advisory Committee form by end of 1st year or 27 semester hours, whichever comes earlier. Transcripts of any work taken at other institutions should be attached.</td>
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<td>Discuss RESIDENCY PLAN with major advisor</td>
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<td>Take COMPREHENSIVE EXAMS at or near completion of all doctoral coursework</td>
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<td>Submit Report of Comprehensive Examination form</td>
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<td>Select DISSERTATION ADVISORY COMMITTEE</td>
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<td>Obtain copy of Guide for Preparation of Prospectus and Dissertation</td>
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<td>Submit one copy of complete PROSPECTUS, original Announcement of Prospectus Presentation form after passing comprehensive exams at least 15 calendar days prior to the prospectus presentation to the Associate Dean of Research</td>
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<td>PROSPECTUS PRESENTATION</td>
<td>Confirm with major advisor that all residency requirements have been completed</td>
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<td>Dissertation Advisory Committee recommends to DOCTORAL CANDIDACY after completion of all coursework, passing comprehensive exams, completing all residency requirements, and successful presentation of Dissertation Prospectus</td>
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<td>Submit Recommendation to Doctoral Candidacy form</td>
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<td>Submit Application for Graduation and graduation fee two (2) semesters prior to graduation</td>
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<td>Prepare DISSERTATION after admission to doctoral candidacy</td>
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<td>Submit original Announcement of Dissertation Defense form at least 15 calendar days prior to Dissertation Defense to the Associate Dean of Research. Email copy of Dissertation to <a href="mailto:coedissertations@gsu.edu">coedissertations@gsu.edu</a>.</td>
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<td>Obtains signatures of Dissertation Advisory Committee and Department Chair on ACCEPTANCE PAGE of Dissertation. Submit to Office of Graduate Student Services.</td>
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Advisory Committees

Doctoral Advisory Committee

The Doctoral Advisory Committee assists the students in planning an appropriate program of study and preparing for completion of non-coursework requirements, including the comprehensive examination. The Doctoral Advisory Committee has the supervisory responsibility for approving program coursework and non-coursework requirements up to the point of candidacy to the degree.

Upon admission to a doctoral major in the College of Education and Human Development, each student is assigned a temporary advisor from among the faculty of the major field of study in which admission has been granted. This temporary advisor assists the student until a Doctoral Advisory Committee is established. The student should establish a permanent doctoral advisor and advisory committee early but not later than the accrual of 27 semester hours of coursework nor later than one calendar year from the date of matriculation.

The Doctoral Advisory Committee consists of a minimum of three members:

1. The major advisor serves as the chair of the Doctoral Advisory Committee, is a full-time, tenure track member of the College of Education and Human Development faculty, holds primary appointment in the College of Education and Human Development, has been a faculty member at Georgia State University for at least one academic year, is a member of the faculty of the major to which the students have been admitted, holds an earned doctorate, and holds Graduate Research Faculty Membership. Faculty with approved Joint Academic Appointments and University Graduate Research Faculty Membership can serve as the chair of a Doctoral Advisory Committee.
2. A second member of the Doctoral Advisory Committee must be a full-time member of the College of Education and Human Development faculty holding an earned doctorate and Graduate Research Faculty Membership.
3. A third member of the Doctoral Advisory Committee must represent a major outside the student’s major and holds an earned terminal degree.
4. Any part-time instructor in the College of Education and Human Development or member outside of the college must be approved by the Associate Dean of Graduate Studies and Research.
5. All committee members must hold a terminal degree.
6. At least two committee members must have taught courses in the student’s program of study (excluding KH 9820 and 9960).

All appointments to the Doctoral Advisory Committee, including its chair, are subject to approval by each student, the department chair, and the Associate Dean for Graduate Studies and Research of the College of Education and Human Development. After the Doctoral Advisory Committee has been established, the committee, student, department chair, and the Associate Dean for Graduate Studies and Research of the College of
Education and Human Development must approve any subsequent change of membership.

**Dissertation Prospectus and Dissertation Advisory Committee**

The purpose of the dissertation prospectus is to offer the Dissertation Advisory Committee evidence of the significance and rationale of the proposed study. The prospectus describes the philosophical/theoretical knowledge base within which the dissertation topic is developed, the methodology or procedures to be employed, and the expected implications of findings or conclusions. The prospectus reflects each student’s preparedness to conduct the investigation and write the dissertation. Before beginning work on the prospectus, students should review the college’s *Guide to Creating Your Dissertation* at [Graduate Student Resources](#).

Following completion of the student’s comprehensive examination but before approval of the prospectus, the student and the student’s advisor will recommend formation of the Dissertation Advisory Committee. The majority of the committee, including the committee chair, must hold graduate research faculty status in the College of Education and Human Development. Faculty with approved Joint Academic Appointments and University Graduate Research Faculty Membership can serve as the chair of a Dissertation Advisory Committee. The resulting Dissertation Advisory Committee should represent expertise in both the area of the research topic and the proposed research methodology and consist of no fewer than four members with earned doctorates, which means that at least three Dissertation Advisory Committee members must be College of Education and Human Development faculty who hold graduate faculty research status. Any proposed member of the Dissertation Advisory Committee not meeting these requirements must be approved by the Associate Dean of Graduate Studies and Research. Any part-time instructor in the College of Education and Human Development or member outside of the college must be approved by the Associate Dean of Graduate Studies and Research. All committee members must hold a terminal degree.

The Dissertation Advisory Committee aids each student in developing the dissertation prospectus and later the dissertation. The committee is responsible for judging the significance and acceptability of the dissertation prospectus, the soundness and acceptability of the dissertation, and the competence and acceptability of the students’ oral defense of the dissertation.
Program of Study

The information provided in this section reflects the Georgia State University Graduate Course Catalog 2022–2023, and curricula may have been revised since publication of the Doctoral Student Handbook. Please refer to the catalog for the most current information.

The primary emphasis of the Doctor of Philosophy (Ph.D.) degree program is the preparation of students as researchers, scholars, and scientist practitioners. Research experiences will be a continual part of students' learning including completion of substantial coursework focused on research and scholarship as well as participation in research activities. Congruent with this perspective, students will be active participants in ongoing research activities and with Georgia State faculty and/or in research teams from the beginning of their enrollment in the doctoral program. Students in College of Education and Human Development Ph.D. programs will continually participate in such activities throughout their doctoral program resulting in conference presentations and scholarship submitted for publication. While these experiences will be time-intensive and may overlap with some coursework, these efforts are expected to occur above and beyond doctoral students' coursework.

The formal coursework requirement is satisfied through successful completion of each course in the program of study with a grade of "C" or higher (including S), with an overall cumulative grade point average of 3.50 or better. Coursework in which a grade below "C" is earned may not be applied to the doctoral program.

A minimum of 36 semester hours, excluding dissertation credit, is required in each student’s doctoral program. To meet coursework requirements for the Doctor of Philosophy degree, a minimum of 24 semester hours must be earned in the doctoral program of study at Georgia State University. The 24-semester hour minimum may not include credits transferred from other institutions, from other doctoral programs within the college or university, from a specialist program, or from a non-degree status. All coursework applied to the doctoral program of study must be post-master's work. The use of credits earned beyond the master's degree while in a non-degree status is limited to a maximum of nine semester hours and should be counted as part of the 12 semester hours allowed in transfer.

No coursework (transferred or from Georgia State University) that has been completed more than seven years prior to admission to candidacy may be used to meet any doctoral degree requirement. (Admission to candidacy occurs after admission to the program.)

Planning of coursework for doctoral study is done individually with consideration of each student’s career goals, prior academic work, and professional experience; however, all programs of study will foster the development of skills and abilities in a major area and a core area. This catalog is the sole source for approved program requirements. Programs of study should be planned to conform to requirements stated in this catalog.
A minimum of 36 semester hours of coursework is required in each student’s doctoral program. College of Education and Human Development courses applied to meet these requirements must be at the 8000 or 9000 level. No dissertation credit may be applied to the minimum requirement of 36 semester hours of coursework. The minimally required 36 semester hours are distributed among the core and major areas as follows:

**Core area**

A minimum of 18 semester hours; the purpose of the core area requirement is to develop general research competence, including expertise in at least one particular research method appropriate to the major field and/or dissertation research, and to develop awareness of the context in which educational issues can be understood and interpreted. The general requirements of the core area are described later in this section. Variations for each program are included with the program’s description.

**Major area**

A minimum of 18 semester hours; the purpose of the major area requirement is to increase the doctoral student’s knowledge base in the academic area in which scholarly activity is to be pursued.

**Dissertation**

In addition to the minimum requirements described above, each doctoral student must enroll in a minimum of 15 semester hours of dissertation credit. The final grade will be assigned the term the student successfully defends the dissertation.

**Research**

A minimum of 30 semester hours of research must be completed, which includes 15 semester hours of dissertation and 15 semester hours of coursework as identified by the Doctoral Advisory Committee.

**General Core Area Requirements (18 hours)**

The Core Area consists of 15 semester hours of research coursework and 3 semester hours of Social Foundation of Education and Psychology of Learning coursework.

**Research Core (15 hrs.)**

Choose one course (3):
- EPRS 8500 Qualitative/Interpretive Research in Education I (3)
- EPRS 8530 Quantitative Methods and Analysis in Education I (3)
Required (12):
- A two-course sequence (6 hours) in research methodology (see below for specific tracks/courses)
- Two courses (6 hours) in advanced research methods as identified by the Doctoral Advisory Committee

**Quantitative Methodology**
- EPRS 8540 Quantitative Methods and Analysis in Education II
- EPRS 8550 Quantitative Methods and Analysis in Education III (3)
- EPRS 8600 Computer Use in Educational Research (3)
- EPRS 8660 Bayesian Statistics (3)
- EPRS 8820 Program Evaluation and Institutional Research (3)
- EPRS 8830 Survey Research, Sampling Principles and Questionnaire Design (3)
- EPRS 8840 Meta-Analysis (3)
- EPRS 9550 Multivariate Analysis (3)
- EPRS 9560 Structural Equation Modeling (3)
- EPRS 9570 Hierarchical Linear Modeling I (3)
- EPRS 9571 Hierarchical Linear Modeling II (3)
- EPRS 9900 Advanced Research (3)

**Qualitative Methodology**
- ANTH 8010 Qualitative Methods in Anthropology (3)
- EPRS 8510 Qualitative Research in Education II (3)
- EPRS 8520 Qualitative Research in Education III (3)
- EPRS 8640 Case Study Methods (3)
- EPRS 8700 Visual Research Methods (3)
- EPRS 9120 Poststructural Inquiry (3)
- EPRS 9400 Writing Qualitative Research Manuscripts (3)
- EPSF 9820 Advanced Qualitative Data Analysis (3)

**Single-Case Methodology**
- EPY 8850 Introduction to Single-Case Methodology (3)
- EPY 8860 Applications of Single-Case Methodology (3)

**Historical/Philosophical Methodology**
- EPSF 9850 Historical Research in American Education (3)
- EPSF 9930 Philosophical Analysis and Method (3)

**Measurement Methodology**
- EPRS 7920 Classroom Testing, Grading, and Assessment (3)
- EPRS 8920 Educational Measurement (3)
- EPRS 9350 Introduction to Item Response Theory (3)
- EPRS 9360 Advanced Item Response Theory (3)
Mixed Methodology

- EPRS 8850 Introduction to Mixed Methods (3)
- EPRS 8860 Advanced Mixed Methods (3)

**Social Foundations of Education and Psychology of Learning Core (3 hrs.)**

In addition to highly specialized research in specific areas, doctoral students in the College of Education and Human Development must possess a deep understanding of comprehensive, theoretical principles and broad ideological conceptualizations.

Through historical, philosophical, sociological, and anthropological inquiry, knowledge of social foundations fosters the types of speculative investigations essential for thorough understandings of those theoretical principles and ideological conceptualizations necessary to uphold the integrity of the Ph.D. degree.

The psychology of learning component is based on the following guiding principles: (1) Educational leaders make judgments that affect learning. (2) Doctoral students should have a substantial understanding of the psychology of learning.

Select one (3):
- EPSF 8270 Philosophy of Education (3)
- EPSF 8280 Anthropology of Education (3)
- EPSF 8310 Sociology of Education (3)
- EPSF 8320 Politics and Policy in Education (3)
- EPSF 8340 History of American Education (3)
- EPSF 9260 Epistemology and Learning (3)
- EPY 8030 Advanced Applied Behavior Analysis (3)
- EPY 8050 The Psychology of Instruction (3)
- EPY 8070 Understanding and Facilitating Adult Learning (3)
- EPY 8080 Memory and Cognition (3)
- EPY 8180 Learning and the School-Age Child (5 to 18 Years) (3)
- EPY 8200 Advanced Developmental Psychology: Cognition and Intellect (3)
- EPY 8220 Advanced Developmental Psychology: Personality and Socialization (3)

**Major Area (19–21 hours)**

The students select one of the following six concentration areas:

*Biomechanics and Physical Rehabilitation Concentration (19 hrs.)*

Required (19):
- KH 8830 Motion Analysis (3)
- KH 8850 Instrumentation of Biomechanics (3)
- KH 9560 Neuromechanics of Human Locomotion (3)
- KH 9820 Research in Kinesiology (6)
- KH 9960 Advanced Research Seminar in Kinesiology (4)

**Exercise Physiology Concentration (19 hrs.)**

Required (19):
- KH 9520 Advanced Exercise Physiology: Energy Metabolism (3)
- KH 9530 Advanced Exercise Physiology: Cardiorespiratory (3)
- KH 9550 Advanced Exercise Physiology: Myocellular (3)
- KH 9820 Research in Kinesiology (6)
- KH 9960 Advanced Research Seminar in Kinesiology (4)

**Physical Education Teacher Education Concentration (19 hrs.)**

Required (19):
- KH 9660 Analysis of Teaching Physical Education (3)
- KH 9670 Models of Teacher Education in Physical Education (3)
- KH 9820 Research in Kinesiology (6)
- KH 9830 Research on Teaching and Learning in Physical Education (3)
- KH 9960 Advanced Research Seminar in Kinesiology (4)

**Psychology of Physical Activity Concentration (21 hrs.)**

Required (21):
- KH 8600 Physical Activity Interventions and Behavior Change (3)
- KH 8825 Research Design (3)
- KH 9280 Advanced Topics in Exercise Psychology (3)
- KH 9480 Exercise for Mental Health: Mechanisms and Applications (3)
- KH 9820 Research in Kinesiology (6)
- KH 9960 Advanced Research Seminar in Kinesiology (4)

**Rehabilitation Science Concentration (20 hrs.)**

Required (17):
- PT 6600 Human Gross Anatomy I (2)
- PT 6605 Human Gross Anatomy I Lab (2)
- PT 6800 Human Gross Anatomy II (2)
- PT 6805 Human Gross Anatomy II Lab (1)
- PT 7615 Movement Sciences I (3)
- KH 8850 Instrumentation in Biomechanics (3)
- KH 9960 Advanced Research Seminar in Kinesiology (4)

Select one (3):
- KH 8830 Motion Analysis (3)
- KH 9560 Neuromechanics of Human Locomotion (3)
Sport Administration Concentration (19 hrs.)

Required (19):
- KH 9290 Current Topics in Sport Administration (3)
- KH 9570 Advanced Theory in Sport Administration (3)
- KH 9610 Sport Consumer Behavior (3)
- KH 9820 Research in Kinesiology (6)
- KH 9960 Advanced Research Seminar in Kinesiology (4)

Other appropriate courses numbered 8000–8999 may be substituted into the program of study with the approval of the student’s Doctoral Advisory Committee.

Cognate Area (9 hours)

The purpose of the cognate area requirement is to provide opportunities for doctoral students to develop an extended knowledge base associated with the major field of study. Courses fulfilling the cognate requirement will be determined in consultation with the doctoral advisor and approved by the Doctoral Advisory Committee.

Coursework applied to meet the cognate area requirement must be taken outside the major field of study.

Students must complete 9 credit hours toward the cognate.

The cognate area does not apply to the Rehabilitation Science concentration.

Dissertation (15 hours)

Required (15):
- KH 9990 Dissertation (15)

Program Totals

- Biomechanics and Physical Rehabilitation: minimum of 61 hours
- Exercise Physiology: minimum of 61 hours
- Physical Education Teacher Education: minimum of 61 hours
- Psychology of Physical Activity: minimum of 63 hours
- Rehabilitation Science: minimum 49 hours
- Sport Administration: minimum of 61 hours
Change in Doctoral Program of Study

To make a change in a doctoral student’s program of study, a Doctoral Change in Program form must be submitted and approved by the student’s Doctoral Advisory Committee. Please note: Only changes involving a change in course number and prefix must be submitted. Changes in expected term of enrollment do not require approval.

Students seeking to change concentrations within the doctoral program must identify a new faculty member who is willing to serve as the major advisor within the new concentration. The student must also submit a new program of study that reflects the requirements of the new concentration.

Any change in concentration must first be approved by the Graduate Research Faculty (GRF) Committee. To initiate a review of a concentration change, the proposed major advisor must submit the student’s new program of study to the Ph.D. Program Coordinator.

If the change in concentration occurs after successful completion of the student’s comprehensive exams, the student must identify a new faculty member willing to serve as the major advisor within the new concentration. In consultation with the new major advisor, the student may have to complete additional requirements to demonstrate proficiency in the new concentration. These requirements may include, but are not limited to, (1) completion of all requirements associated with the new concentration’s program of study and (2) successful completion of comprehensive exams for the new concentration. The student and new major advisor may convene a temporary committee to discuss requirements the student needs to complete to demonstrate proficiency in the new concentration.

Doctoral Residency

The purpose of the residency is (a) to provide close and continuous involvement with faculty, professional colleagues, and other graduate students; (b) to provide a supervised opportunity for development in the areas of scholarship, teaching, and service; and (c) to provide a period of time for concentrated study and coursework, reading, reflecting, and research appropriate for the advanced degree.

Doctoral students must complete five of the following six elements for their Residency Program Plan.

1. Participate in ongoing research and scholarly experiences
2. Submit a research/scholarly manuscript to a peer-reviewed journal as primary or lead author (or as an author with substantial contribution to the research study and manuscript)
3. Participate in identifying and applying for a grant/fellowship
4. Present at a research/scholarly conference
5. Engage in university teaching internship  
6. Serve the institution and/or profession

**Doctoral Assistantships, Instructorships, and Fellowships**

Graduate teaching assistantships (GTAs) and graduate research assistantships (GRAs) are available to selected doctoral students who demonstrate outstanding academic skills and expertise. Assistantships are made available through the student’s department. The number of GTA and GRA positions available depends on current class loads and research needs.

**Requirements for Degree Completion**

The purpose of requiring completion of all degree requirements within a fixed period of time is to ensure currency, continuity, and coherence in the academic experiences leading to the degree.

All degree requirements must be successfully completed within nine years of the students’ first term of matriculation. Moreover, all requirements for doctoral candidacy (coursework, comprehensive examination, prospectus approval) must be completed within seven years of the students’ first term of matriculation. No coursework that was completed more than seven years prior to admission to candidacy may be used to meet any doctoral degree requirement.

Enrollment for a minimum of three semester hours of credit is required during at least two out of each three term period following successful completion of the comprehensive examination until graduation. This enrollment must include a minimum of 15 semester hours of dissertation (9990) credit but may also include other coursework. The students must be enrolled in and successfully complete three semester hours of graduate credit (typically dissertation hours) during the academic term in which all degree requirements are completed.

Each doctoral student admitted to the College of Education and Human Development will:

a) complete a program of coursework approved by their Doctoral Advisory Committee,
b) complete an approved residency,
c) perform successfully on a comprehensive examination,
d) develop and present a dissertation research prospectus,
e) gain admission to candidacy, and
f) submit and successfully defend a doctoral dissertation. Individual programs may have additional requirements that the students must complete.

All requirements must be completed within a nine-year time period as described below.
Annual Review of Doctoral Students

Policy approved by KH Graduate Research Faculty Committee on November 7, 2022.

Each spring, the Graduate Research Faculty (GRF) Committee will conduct an annual review of all Ph.D. students in the Department of Kinesiology and Health who have completed at least one semester of doctoral coursework. Recipients of the Dean’s Research Doctoral Fellowship will undergo an additional review in the Fall semester, as summarized below.

Doctoral Students (Students Who Have Not Advanced to Candidacy)

Students who have not yet advanced to candidacy must submit an annual progress report to their Doctoral Advisory Committee Chair by March 1. The report must contain:

1. The Doctoral Program of Study with any course changes
2. A report of courses completed with course grades
3. The Doctoral Residency requirement and a statement of progress
4. A current Curriculum Vitae with activities from the previous year highlighted
5. A written report of progress in the doctoral program and plans for the coming year

The progress report should contain evidence of the student’s writing ability, research competence, and scholastic achievement. The report must contain the items above, but can also contain samples of coursework, exams and papers written, research reports, abstracts or manuscripts, student evaluations of courses or labs taught, etc. Students who have not completed a full semester of doctoral coursework are not required to submit an annual progress report.

In addition to this report, students are required to complete an online self-assessment that measures their confidence across the program’s three Student Learning Outcomes. The self-assessment can be completed at the following link: https://gsu.qualtrics.com/jfe/form/SV_eyBI1NVjyuUhC1E

Doctoral Candidates (Students Who Have Advanced to Candidacy)

Students who have advanced to candidacy must submit an annual progress report to their Dissertation Advisory Committee Chair by March 1. The report must contain:

1. A current Curriculum Vitae with activities from the previous year highlighted
2. A written summary of progress toward the completion of their dissertation.

The progress report should contain evidence of the student’s writing ability, research competence, and scholastic achievement. The report must contain the items above, but can also contain samples of coursework, exams and papers written, research reports, abstracts or manuscripts, student evaluations of courses or labs taught, etc.
In addition to this report, students are required to complete an online self-assessment that measures their confidence across the program’s three Student Learning Outcomes. The self-assessment can be completed at the following link: https://gsu.qualtrics.com/jfe/form/SV_eyBI1NVjyuUhC1E

**Dean’s Research Doctoral Fellows**

Dean’s Research Doctoral Fellows (Dean’s Fellows) must submit an annual progress report to their Doctoral/Dissertation Advisory Committee Chair by March 1. Dean’s Fellows are expected to demonstrate excellence in research and scholarship. As such, it is anticipated that Fellows will realize distinctive achievements respective to their given discipline.

Students should prepare their reports following the guidelines listed above for Doctoral Students or Candidates. Additionally, Dean’s Fellows should consider highlighting the following activities when preparing their reports. This list is neither entirely inclusive nor exhaustive.

1. Be the senior author of an empirical article submitted to a refereed journal.
2. Interact with leaders in your discipline.
3. Present authored or co-authored content at conferences at multiple levels (local, state, national, and/or international).
4. Participate in ongoing research and scholarly experiences by assisting in data collection for a faculty or doctoral level research project.
5. Participate in identifying and applying for a public and/or private grant proposal application when appropriate for a given discipline.
6. Serve the institution or profession.
7. Author or co-author a publication in a refereed scholarly journal.
8. Author or co-author a publication in a non-refereed scholarly journal.
9. Author or co-author a book or book chapter.
10. Author a professional workshop.
11. Attend a professional development workshop related to scholarship or research.
12. Assist in the supervision of student practicum.
13. Hold an office in a professional organization (local, state, national, and/or international).
14. Contribute to a service organization (local, state, national, and/or international).
15. Receive research and/or scholarship award (local, state, national, and/or international).
16. Assist in the organization and implementation of a conference (local, state, national, and/or international).
17. Meet with other Dean’s Fellows on a regular basis.
18. Attend research and scholarship related speaker presentations.
19. Assist faculty in teaching course(s) and/or teach course(s) independently.
20. Participate in other relevant research and scholarship activities identified by Georgia State faculty.

In accordance with the procedure and timelines codified in the **Dean’s Research**
Doctoral Fellow Guidelines, Dean’s Fellows will undergo an additional review by the Office of the Dean during the Fall semester. Dean’s Fellows should consult with their Doctoral/Dissertation Advisory Committee Chair and the Dean's Fellow guidelines to complete this additional college-level review.

Review Procedures

Upon receipt and review of their advisee’s report, the Doctoral/Dissertation Advisory Committee Chair will forward it to the Ph.D. Program Coordinator for distribution to the GRF Committee. Upon receipt of the reports, the GRF Committee will meet to review each student’s progress. Major advisors will present the Progress Report for their students; however, students may be asked to meet with the GRF Committee. The GRF Committee will conduct a critical evaluation of each student’s progress, including: a) academic progress, b) residency progress, c) professional growth, and d) professionalism. The GRF Committee will make one of the following recommendations:

1. The student will continue in the program as originally planned
2. The student will engage in remedial experiences to resolve deficiencies
3. The student will be expelled from the program

The recommendation will be made to the student and Doctoral/Dissertation Advisory Committee Chair in writing. Additionally, if a recommendation for remediation or expulsion is made, the Chair of the Department of Kinesiology and Health will be notified. In the case of an unfavorable performance evaluation of a Dean’s Fellow, the student may provide a written appeal following the Dean’s Research Doctoral Fellow Guidelines.

Comprehensive Examination

Policy approved by KH Graduate Research Faculty Committee on May 11, 2021.

The doctoral program in the Department of Kinesiology and Health will follow the requirements of the College of Education and Human Development for the comprehensive exam as outlined in Section 4570 of the Graduate Catalog:

The purpose of the comprehensive examination is to evaluate a student's knowledge of the subject content of the Major, Core, and Cognate areas defined in the approved program of study. This evaluation of content knowledge may include recall and application with particular emphasis on analysis, synthesis, and evaluation of content. If a student changes concentrations after successful completion of their comprehensive exams, the student must also pass the comprehensive exams for the new concentration (in addition to completing all requirements associated with the new concentration's program of study, as outlined in the Change in Doctoral Program of Study section).

The student, under the direction of the doctoral advisor, must select one of the two
following options for the comprehensive examination:

**Option 1: Formal Written and Oral Examination**

To be eligible to take the comprehensive examination, a student’s cumulative grade point average in the doctoral program of study must be no less than 3.50. Each student’s Doctoral Advisory Committee determines what coursework must be completed before he or she may take the comprehensive examination.

The written examination will cover the content knowledge of the Major, Core, and Cognate areas. The written examination is given on the main campus of the university. Students must demonstrate sufficient mastery of content knowledge on the written examination before progressing to an oral examination as determined by the student’s Doctoral Advisory Committee. Students will be allowed two opportunities to pass the comprehensive examination (i.e., one comprehensive exam is defined as either a set of written and oral exams or just the written exams if the doctoral advisory committee decides not to allow the student to sit for the oral exam after failing their written exam). Students who do not pass the comprehensive examination on the second attempt will not be permitted to continue in the doctoral program.

a) Sequestered examination
   i) The content area of this section is the Major area. Additionally, the student’s doctoral advisor and the Doctoral Advisory Committee may elect to include Core material in the sequestered examination.
   ii) In the sequestered examination, the student will have access only to materials provided by faculty as a specific part of the examination. The use of assistance or materials not provided by faculty or specifically allowed is prohibited. The student will be allowed to use a computer to type their responses but will not be permitted to access pre-written materials or use the internet.
   iii) The exam will be administered over three (3) consecutive business days and will include one set of questions each day. Exam questions will be available from the KH office beginning at 8:30 a.m. and must be returned by 5:00 p.m. on each test day.

b) Un-sequestered examination
   i) The student’s doctoral advisor and Doctoral Advisory Committee may decide what questions to include in addition to the Cognate area. For example, questions in the format of a grant proposal or research proposal would allow the student to be tested on Major, Cognate, and Core concepts.
   ii) In the un-sequestered examination, questions will be provided by the Doctoral Advisory Committee. Typically, the faculty advisor and outside faculty member(s) who taught the student in their cognate will provide the questions.
   iii) Students will have access to any resource materials (e.g., journals, computer programs, etc.) they might choose for answering the questions in these areas. The written responses are considered individual work and
the strictest standards of plagiarism will apply. Students are prohibited from using resource personnel (e.g., statistics consultants, other students, etc.) to assist in their responses to the questions. Students must certify that they worked independently on the exam and received no help from any other person. The questions in the Core and Cognate areas will be available to pick up at the end of the final day of the written examination in the major area. Written answers to the questions are due in the Department of Kinesiology and Health office within seven (7) days.

c) Oral examination
   i) The oral examination will be scheduled and conducted by the student’s doctoral advisor and the Doctoral Advisory Committee.
   ii) The doctoral advisor will email a notice of the oral examination to departmental full-time faculty and will oversee the posting of the notice in the department at least seven (7) days before the exam. All full-time faculty members in the Department of Kinesiology and Health are invited to attend the oral examination and are permitted to ask the student questions.
   iii) The oral examination is limited to a maximum of three (3) hours.
   iv) The comprehensive exam has been successfully completed if approved by a simple majority of the Doctoral Advisory Committee.

Option 2: Independent Research Study and Literature Review Paper

This version of the comprehensive exam is administered by the student’s Doctoral Advisory Committee. The Doctoral Advisory Committee consists of a minimum of three graduate faculty, two of whom are graduate research faculty who taught courses in the students program of study (excluding KH 9820 and 9960). To be eligible to take the comprehensive examination (oral defense), a student’s cumulative grade point average in the doctoral program of study must be no less than 3.50. It is expected that students will begin work on these projects no later than their second year in the doctoral program and the oral defense will take place once course work is completed (e.g., end of the third year).

The student is expected to complete the independent research study and review paper within their area of study and potential dissertation topic area. The review paper should aid the student in identifying possible research questions to pursue for the dissertation and it may be included in the dissertation document as the review of literature, pending committee approval (i.e., Chapter 1 of the two-chapter dissertation format or Chapter 2 of the five-chapter dissertation format). Alternatively, the review paper may be performed first to facilitate the development of the research paper. In either case, the subsequent dissertation project is understood to represent a novel and significant research project that may represent a follow-up question to the comprehensive exam research project or an entirely new research question. Both comprehensive exam papers should also be potentially publishable documents in a refereed journal. Once completed, the work must be defended orally. The following timeline is recommended for completing the independent research study and review paper.
a) During the second year in the doctoral program, it is recommended the student make consistent progress toward completing the following tasks for the independent research study:
   i) Topic selection and study design (developed under the guidance of the advisor)
   ii) Institutional review and approval (i.e., IRB or IACUC) or Institutional judgment that the research can proceed without a formal review.
   iii) Data collection and analysis
   iv) Manuscript preparation
b) Successful completion of the independent research study is determined by the student being primary author on at least one of the following:
   i) An article published in an approved peer-reviewed research journal
   ii) A manuscript accepted for publication in an approved peer-reviewed research journal
   iii) A manuscript submitted for publication and a research presentation at an approved regional, national, or international conference
c) During the 3rd year in the doctoral program, it is recommended that the student make consistent progress toward completing the following tasks for the literature review paper:
   i) Topic selection (developed under the guidance of the advisor)
   ii) Literature review outline with selected references
   iii) Manuscript preparation
d) The final version of both papers should be submitted to the Doctoral Advisory Committee at least two weeks prior to the oral examination. Students must successfully complete the independent research study (see criteria above) and receive approval from the doctoral advisor and the Doctoral Advisory Committee before progressing to the oral examination.
   i) The oral examination will be conducted by the Doctoral Advisory Committee. The doctoral advisor will email a notice of the oral examination to departmental full-time faculty and will oversee the posting of the notice in the department at least seven (7) days before the exam. All full-time faculty members in the Department of Kinesiology and Health are invited to attend the oral examination and are permitted to ask the student questions. At the discretion of the student’s Doctoral Advisory Committee, additional guests (e.g., students) may be invited to attend the oral examination. The committee may choose to close some portions of the examination to those outside of the committee.
   ii) The oral defense of the independent research study and literature review is not limited to the topic of the papers but is open to discussion of any material from the Major, Core, and Cognate areas. It is limited to a maximum of three (3) hours. The comprehensive exam has been successfully completed if approved by a simple majority of the Doctoral Advisory Committee. Students have two opportunities to pass the comprehensive examination. Those who do not pass the examination on the second attempt are not permitted to continue in the doctoral program.
Comprehensive Exam Form

The comprehensive examination includes a written examination and may also include an oral portion. Doctoral students have two opportunities to pass the comprehensive examination.

Students who do not pass the examination on the second attempt are not permitted to continue in the doctoral program. Students must complete the Comprehensive Exam Report form and submit it to the Office of Graduate Student Services (3rd floor, CEHD building).

Requirements Following Successful Completion of the Comprehensive Examination

Enrollment for a minimum of three semester hours of credit is required during at least two out of each three-term period following successful completion of the comprehensive examination until the students have graduated. This enrollment must include a minimum of 15 semester hours of dissertation (9990) credit but may also include other coursework.

Enrollment for dissertation credit is permitted only after successful completion of the comprehensive examination.

Admission to Doctoral Candidacy

Approval of doctoral candidacy requires the following:

- successful completion of all coursework except for dissertation
- successful completion of comprehensive exams
- fulfillment of all residency requirements
- submission and presentation of an approved dissertation prospectus

All requirements for doctoral candidacy must be completed within seven years of the first course taken on the doctoral program of study. Students must download and complete the Recommendation to Doctoral Candidacy form and submit to the Office of Graduate Student Services (3rd floor, CEHD building).

Dissertation

Review of Research for the Protection of Human and Animal Subjects

Students, faculty or staff who are planning to conduct research involving either human or animal subjects must submit pertinent information for review by the Institutional
Review Board for the Protection of Human Subjects in Research (IRB) or Institutional Animal Care and Use Committee (IACUC), respectively. The IRB and IACUC are charged with protecting the rights and welfare of subjects by reviewing the background, purpose, methodology, and instrumentation of all research involving human and animal subjects conducted by faculty, staff, students, and employees of Georgia State University.

All research involving human and animal subjects requires review and approval by the IRB and/or IACUC. Procedures and the necessary forms for submitting proposals are available from each student’s department.

For further information regarding this review process, students should contact their respective departments.

**Presentation of the Dissertation Prospectus**

The dissertation prospectus consists of both a written and verbal component. Under most circumstances, the written portion of the prospectus should include chapters 1 and 2 of the dissertation; however, this may be modified in consultation with the major advisor and dissertation committee. The verbal presentation is a public presentation of the proposed dissertation project(s).

The student shall publicly present the dissertation prospectus to provide an opportunity for CEHD faculty to contribute to a scholarly critique of the proposed research. The announcement of the prospectus presentation includes the date and location of the presentation and an abstract of the prospectus. No fewer than four members of the Dissertation Advisory Committee must attend the prospectus presentation.

Announcement of the prospectus presentation must be made at least fifteen (15) calendar days prior to the date of the scheduled prospectus presentation. Additionally, the prospectus must be presented between the first day of classes and the last day of final examinations; it cannot be presented between academic terms. Students should consult the current deadlines for doctoral students to plan the timely announcement of the prospectus presentation.

Approval and acceptance of the dissertation prospectus requires a favorable vote of a majority of the Dissertation Advisory Committee. Doctoral students have two opportunities to pass the dissertation prospectus. If the Dissertation Advisory Committee deems the first attempt to be unsatisfactory, the student may be given the opportunity to perform remedial work to improve the prospectus. The content, scope, and timeline of the remedial work is at the discretion of the major advisor and Dissertation Advisory Committee. Students who have a second dissertation prospectus that is deemed unsatisfactory will not be allowed to continue in the doctoral program.

Students should read the **Prospectus Announcement guidelines** before filling out the **Prospectus Presentation Announcement form**.
Dissertation and Final Dissertation Defense

The dissertation and defense are the culminating activities in the student’s doctoral program, demonstrating high levels of scholarly and intellectual activity. The dissertation is an original contribution to knowledge in the field of study through disciplined inquiry. Conducting, writing, and defending the dissertation are done in accordance with the highest professional standards.

Enrollment for a minimum of three semester hours of credit is required during at least two out of each three-term period following successful completion of the comprehensive examination until graduation. These hours of credit must include a minimum of 15 semester hours of dissertation (9990) credit but may also include other coursework. Per university policy, students must be actively enrolled in the program of study during the semester in which they finish degree requirements for graduation. Doctoral students typically are enrolled in dissertation hours.

All doctoral dissertations must comply with the format, style, and procedural instructions established by the College of Education and Human Development. The Guide for Preparation of Prospectuses and Dissertations should be consulted soon after the student completes their comprehensive exams successfully.

The purpose of the oral defense of the dissertation is to enable the Dissertation Advisory Committee to judge the quality of the investigation and the students’ ability to defend their work.

When the dissertation is completed, a public announcement of the oral defense of the dissertation is distributed via the Office of Graduate Student Services. The announcement must be submitted to the Associate Dean for Graduate Studies at least 15 calendar days prior to the date of the defense. Additionally, the dissertation must be defended between the first day of classes and the last day of final examinations; it cannot be defended between academic terms. Students should consult the current deadlines for doctoral candidates to plan the timely announcement of the dissertation defense.

At the same time the announcement of the oral defense is submitted a copy of the completed dissertation is uploaded to coedissertations@gsu.edu for faculty review in Graduate Student Services. The announcement of the oral defense includes the date and location of the defense and an abstract of the dissertation of no more than 350 words.

The oral defense is scheduled on the main campus of the university during regular dates of operation (i.e., between the first day of classes and the last day of final examinations each term, excluding official holidays). The oral defense must be attended by no fewer than four (4) members of the Dissertation Advisory Committee and is open to all CEHD faculty and invited guests. The committee will invite other faculty and guests present to question the candidate and to communicate to the committee their professional reactions.
Approval and acceptance of the doctoral dissertation requires a favorable vote of a majority of the Dissertation Advisory Committee.

Electronic Master’s Theses and Doctoral Dissertations Policy

In order to insure that all master’s theses and doctoral dissertations produced at Georgia State University are captured, preserved, and appropriately made available, the University requires all students who produce a master’s thesis or doctoral dissertation in fulfillment of his/her degree to upload the final version of these documents to ScholarWorks@Georgia State University as a condition of the award of the degree.

Graduation

Graduate degree candidates must file a formal application for graduation with the Graduation Office at least two academic terms in advance of their expected graduation dates. Students receiving the Ph.D. degree may have some additional cost relative to graduation.

The form for changing the date of graduation is located at registrar.gsu.edu/graduation/.

University Policy on Continuous Enrollment

Students in all graduate programs must maintain enrollment totaling 6 hours (or more) over all consecutive three semester periods (including summers). In other words, the total enrollment of the current term plus the two terms preceding it must add to 6 hours or more at all times.

The status of all students will be checked by the midpoint of each term for compliance with the continuous enrollment requirement. Any student whose enrollment is out of compliance will receive a registration hold preventing all current and future registration. Those students will be notified by an email message sent to their official Georgia State University’s email account. In order to graduate, students must be actively enrolled in the program of study during the semester in which they finish degree requirements for graduation.

To resume their programs, students with continuous enrollment holds must file for re-entry by the published deadline and must enroll at a level sufficient to satisfy the continuous enrollment criterion. That is, their enrollment in the re-entry term plus the two terms preceding it must total to 6 hours or more. The maximum required enrollment level for the re-entry term is 6 hours.

For more information on the re-entry process, contact your college’s advisement/admissions office.
Continuous Enrollment Policy Waiver

To apply for a continuous enrollment policy waiver, a student will need to submit a letter stating why the waiver is needed and warranted, a letter of support from their department, and complete the Continuous Enrollment Policy Waiver form.

How to Petition or Appeal

The procedures for complaints, petitions, and appeals related to university-wide and college-based policies are listed here.

To adhere to university policy, the College of Education and Human Development has developed two forms: Petition for Waiver or Variance and Student Petition for Resolution. Students should complete these forms and submit to appropriate department for review. Please remember that these petition processes are not intended to address admissions issues or questions.

Petition for Waiver or Variance

Any student in the College of Education and Human Development may petition for a waiver or variance of established policy, procedure, rule, or guideline governed by the college. The Petition for Waiver or Variance must be submitted by the end of the term prior to the term in which the exception is needed.

Note: This form should be used for requests of substitutions of required courses, waivers of college policies governing graduate students, or waivers of college policies governing doctoral students. This form is not intended to address admissions issues or questions.

Petition for Resolution

Students are encouraged to discuss academic or non-academic problems or grade concerns with the instructor prior to filing a formal petition, in an effort to gain understanding about the basis of the treatment or grade. If the issue is not resolved informally, students should complete the Student Petition for Resolution process.

Transfer of Credit

In order to transfer credit from a previous program into your current program of study, complete the Transfer of Graduate Credit form and submit to the Office of Graduate Student Services in the College of Education and Human Development building, Suite 300 (3rd floor).
Application for graduate re-entry (return to active status) for the College of Education and Human Development is necessary if a student qualifies as a “re-entry” student. A re-entry student is one who has been enrolled at Georgia State University and who meets at least one of the following criteria:

- has not registered for courses at Georgia State during any of the previous three semesters,
- has not registered for six or more credit hours for the current and the preceding two semesters (Continuous Enrollment Policy),
- has been on scholastic suspension after an absence of one calendar year, or
- has been on scholastic exclusion after an absence of five or more years.

Complete the Application for Graduate Re-entry and submit it, plus a $25.00 application fee (check or money order made out to Georgia State University), to the Office of Graduate Student Services. You must also submit official transcripts for any and all coursework taken since last registering at Georgia State, prior to the reentry deadline.

**Deadlines for Re-entry Applications**

- Fall: August 1
- Spring: December 1
- Summer: April 1

Each application will be reviewed by the program’s academic department. The department must approve all re-entry applications and may deny re-entry because of a student’s previous academic performance or progress in the program, or the length of time not enrolled. Students missing the university deadlines for re-entry must contact the Office of Graduate Student Services directly.

**If Re-entry is Accepted**

Reentering students are subject to the regulations of the Graduate Catalog and the degree program current at the time of re-entry. Once accepted, students are eligible to enroll for the re-entry semester they applied for.

Re-entry students who are accepted but do not attend the semester in which they were admitted must contact the Office of Graduate Student Services at educadmissions@gsu.edu to attend the succeeding semester. Put the words “Re-entry delay” in the subject line of the email.
Preparing for Your Move to Atlanta

Contact Your Advisor

Talk to your advisor about which classes to take and about the upcoming semester. Find out what you’ll be doing in your first few months and what authors and papers you should start reading.

Talk to Senior Doctoral Students

Senior doctoral students will have the best advice regarding classes, places to live, research/lab work and other aspects of your daily graduate student life. Also, if they cannot help you, they often know the right person who can.

Activate Your CampusID

Activate your CampusID online at campusid.gsu.edu. Your CampusID is your primary login for most Georgia State services, including registration and accessing GSU Wi-Fi. You are required to change your password periodically.
Activate Your Email Account

Upon admission to the program, official university correspondence will be sent to your GSU email address. Activate your account at panthermail.gsu.edu.

Additionally, students hired as GRAs, GTAs, or other staff positions will be assigned a separate university email address. Faculty and staff email accounts may be activated and accessed through Technology Services.

Get Familiar with PAWS

PAWS is the fastest and easiest way to access information regarding your student status, account information, tuition fees and to register for classes and health insurance (see below).

Register for Classes

Instructions for registration are available online at Enrollment Services. To be eligible for a full tuition waiver, a student must meet university-wide credit hour enrollment minimums (12 credit hours each for fall and spring semesters & 9 credit hours for summer).

Register for or Opt Out of Georgia State Student Health Insurance

Each semester (Fall, Spring, and Summer) every student must register or opt out of student health insurance. You are required to have health insurance as a Georgia State graduate student and therefore you must either have insurance from Georgia State or comparable health insurance from an outside provider. All of this information, including how to obtain or waive Georgia State health insurance, can be found via Student Financial Services.

Pay Your Student Fees

All students, regardless of whether they receive a tuition waiver, are required to pay other fees such as activity or health insurance fees. Information regarding fees and how to pay them can be obtained at Student Financial Services. Pay off everything as early as possible to avoid any late fees or complications with your registration status.

Determine Financial Aid Need

Student Financial Services provides information about how to pay for school, seek financial assistance, and plan for the future. Helpful resources there include a cost calculator to help estimate the costs associated with attending GSU.
Find a Place to Live

Atlanta and the surrounding area have many affordable housing options for graduate students. If you are interested in living on campus, you should apply for housing via the online housing application. Georgia State also offers an off-campus housing site to start your housing search.

Navigating to and Around Georgia State

Georgia State can be a little daunting and confusing at first, being an urban campus in the heart of downtown Atlanta. Once you are familiar with layout, however, you’ll find many benefits to our location, including easy transportation and many places to eat.

The Department of Kinesiology and Health is located at 125 Decatur St., Atlanta, GA 30303 at the Sports Arena, Room 137.

Georgia State has several parking lots for those who wish to drive, and you can find parking and transportation information online at Parking & Transportation.

The Atlanta transit system (MARTA) is also a popular and affordable way to get to campus. Georgia State students can buy a discounted MARTA Breeze Card via Parking & Transportation. Many MARTA stations offer free parking and therefore many students live within walking or a short driving distance to a MARTA station. The Georgia State MARTA station is a half-block from the Sports Arena, which makes this an extremely safe and convenient option.

Get Your PantherCard

Your PantherCard is your primary identification on campus and is required for access into Sports Arena and other campus buildings. For more information on how to obtain your ID, visit Auxiliary & Support Services.

Get Your Keys

See the Business Manager in the main KH office (Sports Arena 137) will also give you keys to your new lab (if applicable).

Other Campus Resources

- Access & Accommodations Center
- Counseling Center
- Multicultural Center
- Free GSU Software
Department Office Staff

Carrie Dumas
Administrative Coordinator
Email: cmdumas@gsu.edu
Phone: 404-413-8369

LaTanja Melton
Staff Assistant
Email: lmelton@gsu.edu
Phone: 404-413-8050

Dwayne Turner
PC Systems Specialist, Lead
Email: dwayneturner70@gsu.edu
Phone: 404-413-8058

Andrew Williams
Administrative Specialist
Email: awilliams618@gsu.edu
Phone: 404-413-8361

Kinesiology and Health Ph.D. Program Faculty

Biomechanics and Physical Rehabilitation

Jianhua (Jerry) Wu  Professor and Chair, Dept. of Kinesiology and Health
Feng Yang  Associate Professor

Exercise Physiology

J. Andrew Doyle  Associate Professor
Christopher Ingalls  Professor
Jeff Otis  Associate Professor
Brett Wong  Associate Professor

Physical Education Teacher Education (PETE)

Rachel Gurvitch (Gurewicz)  Associate Professor
Xiaolu Liu  Assistant Professor
Deborah Shapiro  Professor

Psychology of Physical Activity

Rebecca Ellis  Professor
Kathryn Wilson  Assistant Professor
**Sport Administration**

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<tbody>
<tr>
<td>Lauren Beasley</td>
<td>Assistant Professor</td>
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<tr>
<td>Beth Cianfrone</td>
<td>Professor</td>
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<tr>
<td>Timothy Kellison</td>
<td>Associate Professor, Ph.D. Program Coordinator</td>
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