



Rutgers University – New Brunswick

Graduate Program in
Kinesiology and Applied Physiology

**Master of Science (M.S.)
in Exercise Science**

STUDENT HANDBOOK

Pending for Academic Year 2026-2027

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APPLYING TO THE MS-ExSci PROGRAM

The M.S. in Exercise Science (MS-ExSci) program is a coursework- and internship-focused degree program that is best suited for students who are contemplating applied careers in either the fitness and sports industries or the healthcare workforce. Exercise has been demonstrated to be an effective and safe intervention that can improve quality of life across all wellness domains in a broad array of individuals and groups. Yet, becoming physically active remains a ‘black box’ for many Americans, with a lack of knowledge about exercise being among the largest barriers to activity. Students who earn an MS-ExSci receive a well-rounded education focused on helping others adopt physical activity and engage in safe and effective exercise practices. This non-thesis program offers two tracks that are designed to prepare students to obtain the necessary professional certifications to enter careers with strong employment forecasts.

Selecting a Track: Students must select one of the two MS-ExSci track prior to starting the program:

The **Strength & Conditioning Track** will provide students with all necessary skills to become a Certified Strength and Conditioning Specialist (CSCS). The CSCS certifies that the individual can safely and effectively coach, teach, and train individuals and groups across the lifespan, across skill level, and across multiple employment sectors, especially in sport (all levels) and the fitness industry.

The **Exercise Physiology Track** will provide students with all necessary skills to become an Applied Exercise Physiologist (EP) or Clinical Exercise Physiologist (CEP). These certifications allow individuals to become part of the healthcare workforce, obtaining jobs in hospital and outpatient cardiopulmonary rehabilitation clinics, cardiologist offices, bariatric surgery and weight management clinics, fitness centers, clinical research, and corporate wellness. EPs and CEPs provide guidance for building strength, shortening recovery, and improving overall prognosis through safe and tractable exercise interventions.

Program Prerequisites include one year of general biology (plus lab), one year of general chemistry, exercise physiology (plus lab), exercise testing and prescription, and 12 additional credits in advanced physiology, kinesiology/exercise science, chemistry, physics, calculus, or psychology. In all classes, students must have earned a B or better. Admission to the program is also based on prior hands-on experiences that provide evidence of commitment to and interest in the field.

Students in the MS-ExSci program are not eligible for teaching assistantships (TAs). They are typically personally responsible for applicable tuition costs and fees.

Admissions are conducted centrally through [Rutgers University Graduate Admissions](#).

Application Due Date for the **Fall 2026 cohort** = December 1, 2025.

WELCOME AND GREETINGS FROM THE FACULTY

We are pleased to welcome you to the Graduate Program in Kinesiology and Applied Physiology (KAP), housed in the Rutgers [Department of Kinesiology & Health](#)/School of Arts and Sciences and [School of Graduate Studies](#). Through coursework and experiential learning, our graduate students learn critical thinking, scientific inquiry, and practical applications to allow them to meet the demands of careers in academic science, biotech and pharma, healthcare, fitness, and athletics. Kinesiology, exercise science, and applied physiology have become increasingly valued disciplines given the trends in obesity, heart disease, hypertension, type II diabetes, cancer, and other non-communicable chronic diseases. The role of physical activity, exercise, and related lifestyle factors (e.g., sleep, nutrition, substance use) in the prevention and treatment of these conditions, as well as in the treatment of depression, anxiety, and other stress-related disorders has received considerable attention. The research developed in the **field of Kinesiology** has shaped the guidelines for physical activity promoted by major health organizations (e.g., US Department of Health and Human Services) and is strongly influencing the current social narrative around health. In addition, the **field of Applied Physiology** emphasizes organ systems, especially musculoskeletal, cardiovascular, pulmonary, neural, and digestive systems, to support cutting-edge health research and health-focused careers. Our program links these fields of study to human behavior and clinical health outcomes to create a solid scientific foundation on which to build a successful exercise-focused career.

The purpose of this handbook is to help graduate students navigate the curriculum of our program. It is a repository of all current policies for the program. It can serve as a resource for current mentors and for all others who are interested in our program. It should be used in conjunction with the Rutgers SGS materials. All students are accountable to the bylaws of the KAP program and the SGS. Graduate faculty can assist students in navigating requirements, but cannot interpret policies, rules, or regulations of KAP or SGS. Likewise, peer advice can be useful but should not be confused with official KAP and SGS information. Any questions or concerns should be directed to the Graduate Program Director (GPD) or the Graduate Program Administrator, who will answer them or direct the student to the proper administrator to find the answer. *Students are responsible for meeting all program requirements.* This handbook will be updated annually.

MISSION STATEMENT

It is the mission of the Rutgers KAP Graduate Program to train the next generation of researchers, educators, and practitioners in the areas of human health, physiology, and performance. Demand for individuals with advanced education in these fields continues to grow, as demonstrated by the popularity of health-focused college majors (including exercise science), expansion of kinesiology faculties around the country, the ever-increasing number of start-up and corporations developing health-related technologies, the multi-billion dollar fitness industry, and the continued allocation of federal funding for research to motivate and support greater physical activity, better sleep, healthy diet, and less substance use.

The KAP program is committed to creating a supportive and stimulating learning environment for our students. Not all students will join our program with the same long-term career goals, and we encourage our students to tailor the curriculum to their chosen career path. In addition to core course requirements and immersive research and applied experiences, our faculty will direct students towards writing, pedagogy, and/or business courses that we believe will best position them for success after graduate school. Our goal is that students see themselves as graduates of the KAP program, not just graduates of a single lab.

Competencies Expected at Program Completion (Learning Goals)

- (1) Conduct fitness assessments that effectively and efficiently capture an individual's physical needs;
- (2) Create exercise prescriptions that are tailored to the unique needs, abilities, and interests of a client /patient;
- (3) Generate measurable metrics that gauge change and motivate sustained engagement;
- (4) Model the value of physical activity through knowledgeable, professional, and supportive communication.

DIVERSITY STATEMENT

The KAP Program supports an inclusive learning environment wherein diversity and authenticity are valued. We are committed to creating a culture of equity that respects the diverse voices of our students, faculty and staff. We will continuously strive to create a curriculum and academic environment to reflect the community we serve, and drive innovation, social responsibility and excellence. Our diversity in thought, skill, and academic discipline is a resource and strength that stands to benefit the whole and positively contribute to university and global reach.

FACULTY

Department of Kinesiology and Health Faculty

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Kinesiology and Applied Physiology Graduate Program

Janice Nappe
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Department of Kinesiology and Health

We're on social media!

<https://www.facebook.com/RutgersKAP>

PROGRAM REQUIREMENTS

The MS-ExSci program is a 2-year program. It uses a cohort design, which means that all, or nearly all, of the coursework is required and completed in a specific order; students who enter the program at the same time take courses together. Year 1 focuses on coursework to create a scientific foundation for the internship experiences, which begin in Year 2. An accelerated timeline is not available. Students in both tracks complete an 18-credit Core Curriculum.

Registration

Students must register each semester at <https://sims.rutgers.edu/webreg/>. Some courses require a Special Permission Number (SPN) - contact the graduate program administrator. Registration must be continuous from admission until the time the degree is conferred. Students should complete this degree in two years. In extenuating circumstances, an extension of time may be granted by the Graduate Program Director. Students may request additional time to complete their Capstone projects, but this requires approval and may result in additional registration costs.

Core Curriculum

ADVANCED EXERCISE PHYSIOLOGY (Year 1, Fall): Analysis of acute and chronic adaptations to exercise, including in central, autonomic, endocrine, muscle, and skeletal systems as well as biochemical and metabolic adaptations and environmental factors that influence body responses. Physiological information is embedded in exercise training and performance theory.

EXERCISE PRESCRIPTION & PROGRAMMING (Year 1, Fall): Applying physiological principles of exercise adaptations and skill development to optimally prescribe exercise to individuals across the lifespan and ability spectrum and create dynamic programming that helps the individual achieve their short- and long-term fitness goals. Methods of evaluating fitness are also discussed.

SPORT PSYCHOLOGY: THEORY, RESEARCH, PRACTICE (Year 1, Fall): A psychological perspective on factors that influence the initiation and maintenance of formal exercise and participation in consistent and effective physical activity. Topics include motivation, social engagement, and behavior change.

BIOMECHANICS OF MUSCULOSKELETAL INJURIES (Year 1, Spring): Developing understanding of biomechanics on a scientific and clinical basis. Focus is on dynamic aspects of the human body, examining function from a mechanical perspective, and mechanical dysfunction that results in injury. Critical thinking skills in interpreting and managing common musculoskeletal injuries provide students with knowledge of dynamic movement that can be used as a foundation for improving form and safety during exercise.

FUNDAMENTALS OF SCIENTIFIC RESEARCH IN EXERCISE SCIENCE (Year 2, Fall): An interactive class designed to improve data literacy by exposing students to published studies, discussing strengths and weaknesses of different study designs and sampling procedures. Learning to weigh evidence before disseminating it.

SEMINAR IN HEALTH PHYSIOLOGY (Year 2, Spring): A seminar to foster open and critical discussion of state-of-the-science in the field of exercise science, particularly related to how exercise influences health. Health topics will include optimizing health through sport, maintaining health with formal and informal physical activity, and returning to health using exercise in injury and disease recovery.

CAPSTONE WRITING WORKSHOP (Year 2, Spring): The MS-ExSci program requires a Capstone project for graduation. This 6-10 page written product may be a case study related to the internship, an overarching summary from all internship experiences, or a pre-approved scientific literature review of relevant, current clinical practices or theory. This workshop provides students with basic skills for professional and scientific writing, individual access to writing help and editing, as well as protected time to write. The final Capstone project will be presented to the faculty and students of KAP each spring.

In addition to these core requirements, each track has additional requirements, detailed below.

STRENGTH & CONDITIONING TRACK REQUIREMENTS

Required Coursework

MOTOR CONTROL AND SKILL ACQUISITION (Year 1, Spring): Immersion in the principles and theories of neuromuscular control and how movements are planned, executed, corrected, and maintained. Course material will cover a variety of populations and skill levels that will enable students to apply evidence-based practices to the teaching and coaching of diverse clients or athletes.

STRENGTH AND CONDITIONING THEORY (Year 1, Spring): A course that synthesizes current knowledge of how exercise influences human physiology, cutting across endurance, resistance, flexibility, and plyometric modalities; best practices for testing strength and fitness, interpreting test outcomes, and creating programming aimed to optimize anaerobic and aerobic adaptations to exercise. All elements of program design are covered, including exercise programming nutrition and related lifestyle considerations.

ADMINISTRATION AND OVERSIGHT – FITNESS SETTING (Year 2, Fall): Focus on the principles and practices of effective management in diverse fitness settings, including sports facilities, community centers, and commercial gyms. Course topics span facility design, financial budgeting, marketing, staff recruitment and management, and legal requirements.

Additional Coursework

Students on the MS-ExSci Strength & Conditioning Track must also complete 3 credits of elective coursework from the following list. Typically, this is completed during Year 2, Spring but may be completed at other times based on course availability.

School	Course #	Course Name	Credit Hours
GSE	15:233:543	Understanding the Adult Learner	3
GSE	15:310:500	Curriculum and Instruction	3
GSE	15:233:569	Designing Training for Adults	3
GSE	15:310:505	Curriculum Development in the Secondary School	3
SAS	16:572:503	Exercise Biochemistry	3
SAS	16:572:504	Exercise Endocrinology	3
SAS	16:572:507	Metabolic Response to Exercise	3
SAS	16:572:508	Psychophysiology	3
SAS	16:572:509	Nutrition Sports/Exercise	3
SAS	16:572:510	Clinical ECG Interpretation	3
SAS	16:572:513	Exercise Epidemiology	3
SAS	16:572:514	Administration & Oversight – Clinical Setting	3
SAS	16:572:518	Clinical Exercise Physiology Theory	3
SAS	16:572:520	Colloquium	3
SEBS	16:709:521	Community Nutrition	3
SEBS	16:709:524	Health Promotion in Nutrition & Dietetics	3
SAS	16:572:611	Advanced Applied Human Physiology I	3
SAS	16:572:612	Advanced Applied Human Physiology II	3
GSAPP	18:844:617	Assessment and Intervention in Sport Psychology	3

Internship Requirements

For certification, student internships must include a minimum of 300 contact hours from at least two substantially different experiences. A minimum of 75 hours for each experience is required and at least one must be 6 weeks in length. The supervisors for each experience must differ even if both experiences occur at the same site. Key experience areas include warm-up, flexibility training, exercise techniques, spotting, Olympic-style lifting,

progressions/regressions, test selection and administration, program design, speed/agility/plyometric training, anaerobic and aerobic program design, and periodization.

Internships will be selected in collaboration with the Internship Director of the MS-ExSci program. Students will be matched with internships that meet or exceed certification requirements. Typically, students will obtain 150 hours (10 hours per week for 15 weeks) of experience in the Fall and Spring semesters of the second year. This is equivalent to 3 internship credits per semester.

Certification

The completion of the general and track-specific coursework will prepare students to sit for the examination to become a Certified Strength and Conditioning Coach (<https://www.nasca.com/certification/cscs/>). The internship/field experience will fulfill the certification contact hour requirements.

EXERCISE PHYSIOLOGY TRACK REQUIREMENTS

Required Coursework

CLINICAL ECG INTERPRETATION (Year 1, Spring): Interpretation of the electrocardiogram (ECG) at rest and during an exercise stress test. Discussion of normal rhythms and common abnormal rhythms as well as the health implication of abnormal rhythms. Methods for obtaining accurate ECG data.

CLINICAL EXERCISE PHYSIOLOGY THEORY (Year 1, Spring): Theoretical and practical knowledge about how exercise can be used to improve organ health. Embedded in the course is a review of the most advanced and state-of-the-art methods used to optimize health and performance, and measure outcomes from prescribed physical activities. Clinical perspectives on comorbidities, chronic disease, and disabilities are covered as are the roles of genetics, behavior, and stress on engagement in exercise.

ADMINISTRATION AND OVERSIGHT – CLINICAL SETTING (Year 2, Fall): Focus on the principles and practices of working as part of an integrated healthcare team. Course topics will span legal and ethical considerations, working on a clinical team, program administration, and certification maintenance.

Internship/Field Experience

The internship/field experience must include 600 hours of contact in a clinical setting with clinical populations. Clinical experiences can include clinical assessment; exercise testing, prescription, and training; electrocardiograph; patient education and counseling; physiological disease management and direct/assisted experiences that include exercise assessment, prescription, supervision, counseling and education. Work with athletes or other healthy populations is not allowed, nor are personal training session hours or observational/ non-clinical hours. The American College of Sports Medicine (ACSM) suggests the following breakdown for clinical hours based on specific patient populations:

Table 3. Recommended distribution of clinical experience

Condition or disease	Master's hours	Bachelor's hours
Cardiovascular	180	360
Pulmonary	40	80
Obesity/Metabolic	150	300
Orthopedic/Musculoskeletal	40	80
Neoplastic	40	80
Frailty	40	80
Behavior Change/Education	70	140
Neuromuscular	40	80
Total:	600	1,200

Our program recommends two options for achieving 600 contact hours during the 2-year program, detailed below. A 3-credit course translates into 10 contact hours/week for the 15-week semester; 4.5 credit courses translate into 15 contact hours/week for the 15-week semester. Time can be distributed across multiple internship experiences as determined in collaboration with the Graduate Internship Supervisor.

Certification

The completion of the general and track-specific coursework will prepare students to sit for the examination to become a Certified Clinical Exercise Physiologist ([https://www.acsm.org/docs/default-source/certification-documents/cep/acsm-cep2-0-requirements-\(final\).pdf](https://www.acsm.org/docs/default-source/certification-documents/cep/acsm-cep2-0-requirements-(final).pdf)). The internship/field experience will fulfill the certification contact hour requirements.

GRADUATION

The Curriculum Committee evaluates the final Capstone project, course grades, and internship supervisor evaluations to determine readiness for graduation. Please be sure that there are no outstanding fees or holds on your university account prior to the end of the final semester.

Although there should be ample opportunity to discuss the overall graduate experience throughout the student years, an “exit interview” would also be greatly appreciated. This interview can be with the director, other departmental administrators (e.g., DKH chair or vice chair of research), or another appointed individual. The goal of these meetings is to ensure that the program continues to meet the needs of its students.

Deadlines

All forms listed below must be submitted by ~October 1 to graduate with an October degree.

All forms listed below must be submitted by ~January 1 to graduate with a January degree.

All forms listed below must be submitted by ~April 1 to graduate with a May degree.

Exact deadline dates are updated yearly and can be found on the SGS website.

Required Forms

The student is responsible for completing the following 2 forms for graduation. They must be sent *in one email* to sgs.degree.submissions@grad.rutgers.edu, and cc kap.director@kines.rutgers.edu before the deadline listed above. See the SGS graduation [checklist](#) for more details.

- [Diploma Application](#) – submit PDF of email confirmation
- [Application for Master's Degree](#) with signed Thesis [Title Page](#) – documents should be presented to committee at the time of examination. Signatures must be verifiable. Use [DocuSign](#).

ACADEMIC INTEGRITY AT RUTGERS

Principles of academic integrity are taken seriously at Rutgers. All graduate students must uphold the standard of the academic community in their roles as student, researcher, and teacher. All students have a responsibility to understand and familiarize themselves with the [university's policies](#) and ethical standards. Failure to comply with the standards and codes of the university are grounds for dismissal from the program. A [summary brochure](#) is available for quick review; complete information is available at <https://academicintegrity.rutgers.edu>

General Student Conduct

All students are expected to abide by the university and school codes of conduct and professionalism. The University Code of Student Conduct is published at <https://grad.rutgers.edu/sites/default/files/2021-07/10-2-11-current%20%281%29.pdf>. All students are expected to be familiar with the policies. This extensive document provides guidelines for behavior, including behaviors that are not tolerated at Rutgers.

The SGS further expects honesty, integrity, respect, and tolerance. Students are expected to work diligently towards goals, take responsibilities seriously, and demonstrate professionalism in all activities including their academics, teaching, and research. Students are expected to learn to provide and accept constructive feedback. Failure to uphold these expectations may result in integrity violations.

Academic Integrity Violations

The most common violations of the principles of academic integrity include plagiarism, cheating, fabrication, facilitation of dishonesty, academic sabotage, violation of research or professional ethics (e.g., misuse of grant or institutional funds, violating professional ethics as a TA/GA), and violations involving potentially criminal activity. Violations are divided into three categories defined by the university as:

Level 1 - may occur due to inexperience; evidence of lack of malicious intent.

Level 2 - misconduct of a more serious or recurrent character; misconduct that affects a major, significant, or essential portion of work; demonstrates premeditation; poses harm to others.

Level 3 - most serious breaches of conduct; serious violation of a professional code of conduct; extreme cases of dishonesty and maliciousness or violations of law; likely to cause harm to others.

Sanctions range from grade reductions in course work, grade of F, disciplinary reprimand/probation, removal of support, suspension, dismissal from program or school; loss of academic appointments, degree revocation.

Academic Performance Policies

Student progress is tracked on an ongoing basis. Students should schedule meetings with the GPD at the end of each semester to ensure that satisfactory academic progress is being made. Failure to maintain satisfactory academic progress is a violation of the standards of the SGS and can lead to revocation of financial support, academic warnings, and possible dismissal in addition to prolonging the time it will take to obtain a degree.

The SGS defines satisfactory academic progress as:

Min GPA of 2.5 for first 12 credits and 3.0 for the remainder of time in the program;

No more than one "U" in courses that are graded S/U;

No more than two temporary Incompletes on record at any time; courses must be completed within 2 semesters and the GPD must approve the reasons for the incomplete and the specific plans to complete the work.

The KAP program further defines satisfactory academic progress as:

Continued active participation in internship activities under the guidance of the Internship Director;

Active engagement in the Capstone project.

Academic Difficulty and Procedures

In cases of academic or other program-related difficulty, the GPD will convene the KAP Executive Committee to review the case and plan a course of action. The committee will review the academic record and mentor/faculty reports to determine a course of action. In the event that it is determined that the student has failed to maintain satisfactory academic performance, a written warning letter will be issued.

The first warning letter will explain the committee's concerns, document evidence, and recommend steps to improve performance. Ordinarily, first warnings are issued when academic performance is marginal and/or are starting to show more serious academic difficulty. First warnings may also result in academic probation when unsatisfactory progress indicates a general failure to maintain school and program standards or in cases of academic/research dishonesty. Students are expected to formally acknowledge receipt of the warning and show significant changes or progress in the subsequent semester.

After the first warning letter, failure to maintain good academic progress will result in a second warning letter that typically includes formal written notification that processes for dismissal will begin.

The students should know the resources available to them from the university, such as:

<https://grad.rutgers.edu/current-students>
<https://grad.rutgers.edu/academics/academic-enrichment-programs>
<https://ods.rutgers.edu/>
<https://rlc.rutgers.edu/>

The SGS may have additional recommendations and students should reach out to them for guidance. The Graduate Student Association or Office of Labor Relations also may be contacted. The KAP program cannot adopt alternative procedures to circumvent university policies, such as registration blocks or encouraging withdrawal. This handbook provides students with complete details of academic expectations, ramifications of failing to maintain these expectations, and avenues for students to appeal.

The process for academic dismissal begins after the second written warning of failure to maintain satisfactory academic progress is sent. When dismissal from the program is being recommended, the written warning letter will specifically note that processes for dismissal are being undertaken by the program.

Suspension from the Program may be recommended when unsatisfactory progress is mitigated by personal circumstances outside the student's control or may be elected by the student to allow time for resolution of special circumstances through ordinary means.

Student Appeals

All students should be aware that they can appeal academic decisions within thirty days of the written warning. First, students should appeal to the KAP Executive Committee. They have the right to examine all evidence that led to the warning letter and discuss that evidence with the committee. Both the evidence and notes/minutes from any subsequent discussion will become part of the student's file and be maintained by the GPD.

Should the appeals process within the program not rule in the student's favor, a recommendation for dismissal may be sent to the Dean of the SGS, who may delegate the process of initial review to one or more senior deans within SGS. Initial review may result in (a) a delay in dismissal accompanied by specific recommendations to the program for improving the academic performance of the student; (b) recommendation that the student file a formal appeal with the SGS, or (c) decisions to process the dismissal of the student from the SGS. Final dismissal of a student from the program may be done only by the Dean of the SGS in accordance with established procedures.

GENERAL INFORMATION

Program Culture

Graduate school can be stressful and difficult; students should be able to draw support from each other as well as from the KAP faculty. Your fellow graduate students do not need to become your "best friends", but they can provide useful insights and information while you are in the program, help ground your lab and course experiences, and may end up being lifelong professional peers. A large professional network is always an asset and there is no better time to start developing it than in grad school.

Our program and department seek to create camaraderie among the students, and between the students and faculty, beyond the classroom and lab by hosting events throughout the year. We encourage students to engage in KAP extracurricular activities whenever possible; active participation in the KAP Graduate Student Organization is also encouraged. These activities benefit the students and shape the culture of the program.

Interpersonal Conflicts

The KAP program expects students to treat each other with respect and understanding at all times – including at

General Calendar of Activities

Aug	New Student Orientation
Sept	DKH Volleyball Game
Oct	KAP Coffee Break
Nov	<i>Student appreciation event</i>
Dec	DKH Holiday Party
Jan	<i>Spring semester starts</i>
Feb	KAP Coffee Break
Mar	<i>Spring Break's Over luncheon</i>
Apr	MS-ExSci presentations
May	Year-end Party

off-campus social settings. KAP takes the university's and school's code of ethics and professionalism seriously. Consider other possible interpretations before sending a text, email, or post; attempts to be funny or smart may come across as hurtful or condescending and can lead to misunderstandings and disputes. This can seriously and negatively affect the culture of a lab and the program.

Unfortunately, it is inevitable that interpersonal conflicts will occasionally arise – between students or between a student and a faculty member or a mentor. It is worthwhile considering that most individuals seeking a graduate degree are on career paths that will involve personnel management (this is certainly a component of academic science!). Personnel management is very challenging even for seasoned professionals but any opportunity that a student gets to learn how to navigate difficult interpersonal situations in a civil and constructive manner is valuable. We encourage students to attempt to resolve minor difficulties on their own – sometimes an email, where words can be carefully thought out and crafted, is preferable to an impromptu conversation; such an approach also allows the other person to be equally measured in their response. It can also create a paper trail to clarify the situation if things escalate. In the event of more than minor problems, the first recourse is with the lab director/Primary Mentor (unless the issue is with the mentor); the student should then seek guidance from the GPD, Vice Chair of Research, Departmental Chair, or Divisional Dean (in that order).

Student Status

You must enroll in 9 credits per semester to maintain full time student status. No more than 15 credits can be taken per semester and only in extenuating circumstances will the SGS approve an increase to 16 credits; beyond this, additional credits are not possible because it represents more than full-time employment.

Housing

On-campus housing is available at favorable rates for both married and single students. While this is convenient when first coming to Rutgers, most students choose to live off campus in one of the numerous communities near the university. Information on housing is sent to applicants upon acceptance by the SGS. Popular towns with rentals for graduate students include New Brunswick, Highland Park, and Piscataway. Students can live further way from campus and commute, but this should be discussed in advance with the mentor based on in-lab time expectations. Housing resources:

- On campus - <https://oncampus.rutgers.edu/>
- Off campus - <https://ruoffcampus.rutgers.edu/>
- On campus billing rates - <https://ruoncampus.rutgers.edu/housing-info/rates-and-billing>

UNIVERSITY RESOURCES

The SGS offers a complete [handbook](#) about resources available to graduate students at Rutgers University. Additional information specifically pertinent to KAP students is also provided below.

RUID, NetID, and Rutgers ID cards

Upon admission into the program, all students are given a RUID (a 9-digit number). The RUID is used by the registrar. They are also given a unique alphanumeric identifier known as a NetID (e.g., abc123). Nearly all Rutgers programs and services available to students uses the NetID. Upon acceptance, students must activate their Rutgers NetID at <https://netid.rutgers.edu/index.htm>. Once activated, students can begin accessing Rutgers programs and utilizing Rutgers resources.

When activating their NetID, they will be asked to upload a photo online. By doing so, they will be eligible to receive an ID card that is important especially for those students who will spend time in clinical spaces and hospitals, where ID must be worn at all times. For more information about ID cards, see <https://ipo.rutgers.edu/publicsafety/iam/student-id>

Central Authentication Service

'CAS' is the landing screen for logging into most centralized university programs. It requires an active NetID
<https://cas.rutgers.edu>

Rutgers Connect

The official email and calendar system for Rutgers faculty and staff is based on Microsoft 365 and includes Outlook and OneDrive (a document sharing program akin to Google Drive). Microsoft 365 and all Office software are available free for Rutgers students. <https://it.rutgers.edu/rutgers-connect/>

My Rutgers Portal

This site provides access to payroll and paycheck information and tax forms. It allows you to submit expenses and change your profile and personal information. Go to: <https://my.rutgers.edu>

Parking

Rutgers provides parking for students at an annual cost. You must have an active NetID. To register your car: <https://ipo.rutgers.edu/dots/permits/faculty-staff>. Janice Nappe is also a good resource for all parking-related concerns.

Registrar

For billing, financial aid, and registration questions, see <https://registrar.rutgers.edu>.

ACADEMIC RESOURCES

Schedule of classes and Academic Calendar

A searchable database of available classes in the upcoming semesters, including course name, department, instructor, time and date of instruction, prerequisites and special permission requirements.
<https://classes.rutgers.edu/soc/#home>

Semester start and end dates as well as holidays can be found at
<https://scheduling.rutgers.edu/scheduling/academic-calendar>

Registration

Students must register every semester. Nine credits or more is considered full-time. No more than 15 credits per semester [HARD CAP!] can be taken. <https://sims.rutgers.edu/webreg/>

Canvas

The official learning management system for teaching and learning at Rutgers
<https://canvas.rutgers.edu/>

Box

A secure, cloud-based file storage system that allows managing and sharing of research resources. It can be used in addition to or instead of OneDrive or Google Drive. Box is free for Rutgers students at
<https://rutgers.app.box.com>

Docusign

A secure electronic signature tool that verifies, routes, tracks and stores documents requiring signatures. This is a frequently used program by KAP students!
<https://it.rutgers.edu/docusign/>

University Library System

Students at Rutgers have access to an enormous collection of online scientific materials that can be accessed through the library http://www.libraries.rutgers.edu/libraries_centers or by accessing a research article through Rutgers (which should bring students to the Central Authentication Services [CAS] site).

TECHNOLOGY RESOURCES

Information Technology

Rutgers has centralized IT support and both the Department of Kinesiology and KAP have specific IT staff that can help with all computer-related issues. For general information: <https://it.rutgers.edu/> If you have a specific question, purchase, need (e.g., assistance installing new software), you must create a ticket by emailing ithelp@sas.rutgers.edu. Our 'go to' is Tamela Wilcox (tpringle@sas.rutgers.edu).

RUWireless

RUWireless Secure is the university's wireless network that is available to all students in all Rutgers buildings. To download RUWireless, go to <https://it.rutgers.edu/ruwireless>. Once downloaded, you should automatically connect whenever on campus. While I'd like to say that the program is seamless, it is not. It occasionally does not connect, requires another download, or needs the computer to be rebooted.

All students also have access to eduroam, which provides access to wireless networks at universities around the world. If you are traveling, setting up an account with eduroam is worthwhile.

RAD (Rutgers Active Directory)

Any computer purchased through the university must be secured by Rutgers IT. RAD-secured computers are easier to interface with Rutgers programs and services and have direct access to Rutgers IT services. RAD systems can be remotely accessed by IT to troubleshoot and fix problems.

Cisco Anytime Connect (Virtual Private Network)

Rutgers provides remote access to faculty, staff and students to services secured by the Rutgers network using a VPN. You must register through the self-portal: <https://it.rutgers.edu/virtual-private-network/>

Duo

Students will need to download Duo, a dual authentication software, for all remote accessing of Rutgers programs and services. More information can be found at <https://it.rutgers.edu/two-step-login/>

To set it up, go to <https://go.rutgers.edu/setup>. Sign in with your NetID and click Start setup to begin enrolling your device. For additional instructions see <https://it.rutgers.edu/two-step-login/wp-content/uploads/sites/30/2020/09/Two-step-login-enrollment-instructions-PDF-FINAL.pdf>

software.rutgers.edu

Rutgers University Software Portal allows you to search and find various software programs that are free to students (through site licenses) or available for purchase (at an educational discount). A full list of available software: <https://software.rutgers.edu/catalog>. You can download and update software based on current licensing agreements. <https://software.rutgers.edu/info/login/>

Some programs you should consider getting:

- Adobe Creative Cloud – including Acrobat Professional, InDesign, Photoshop, and Premiere
- Cisco Secure Endpoint Virus Protection
- Microsoft 365

Virtual Meeting Programs

Rutgers has site licenses for Zoom, Webex, and Teams. Our program prefers Zoom, but many Rutgers administrators also use Teams. All are pretty user friendly, but it is recommended that you sign up for a Zoom account through Rutgers even if you have a personal account. Some Rutgers sessions are more difficult to access from non-Rutgers accounts. <https://rutgers.zoom.us>

Virtual Computer Lab

Rutgers provides access to virtual computers to allow students access to software programs that are not available in their labs, are too expensive to purchase, and/or are not compatible with their personal computer. It is beneficial to have set up a OneDrive account first so that the virtual computers can find and save files needed. <https://it.rutgers.edu/virtual-computer-labs/>

GENERAL RESOURCES

[University Safety and Security](#)
[Services for Students with Disabilities](#)
[Student Records and Privacy Rights under FERPA](#)
[Policy Prohibiting Discrimination and Harassment:](#)
[Career Services](#)
[Rutgers Global Advancement and International Affairs](#)

Rutgers Graduate Student Association

The Graduate Student Association (GSA) sponsors a variety of social and cultural activities for graduate students and represents their interests to the university through its legislative body. GSA provides free legal advice to students, and it sponsors academic programs, films, mixers, trips to New York, and community action programs.

Every graduate student, full time, or part time, in any of the New Brunswick graduate and professional schools automatically becomes a member of the GSA. A president, vice president, treasurer, and secretary are elected at large. The GSA's main legislative body is its Council, which meets once a month. Every graduate program may elect one representative for every 40 students enrolled. (NOTE: Programs with less than 40 students also are allowed one elected representative.) If you are interested in being a department representative, check with your program organization or the GSA office. GSA offices are located in the Graduate Student Lounge (GSL) in the Rutgers Student Center on College Avenue in New Brunswick and may be contacted at 848-932-7995.

The GSL is primarily for the use of graduate students and for the functions sponsored by and for graduate students. It provides a comfortable atmosphere for socializing, lounging, and studying.

KAP Graduate Student Organization

The purpose of the Kinesiology and Applied Physiology Graduate Student Organization (KAP-GSO) is to provide support and resources for fellow graduate students in pursuit of their degree. The organization meets bimonthly to discuss journal articles, student presentations, and research. The goal of the organization is to expand outreach within the Rutgers community for the education of students and peers on health and fitness. The KAP GSO is made up of the officers, President, Vice President, Secretary, Treasurer, and Social Media Manager and the students within KAP who chose to attend the meetings and participate in activities. Elections for officers are held in the fall semester and an officer can hold a position for no longer than 2 years.