

Gettysburg  
COLLEGE

## GRADUATE STUDENT HANDBOOK

*The Gilder Lehrman Institute of American History MA in American History  
Master of Education in Educational Design and Inquiry*



Gettysburg College, an equal opportunity employer, complies with all applicable federal, state, local laws and regulations regarding nondiscrimination. All qualified applicants will receive consideration for employment and admission. The College prohibits discrimination and harassment, and provides equal opportunity without regard to race, ethnicity, color, religion, national origin, disability, veteran status, marital/familial status, possession of a General Education Development Certificate (GED) as compared to a high school diploma, sexual orientation, gender identity, gender expression, sex, age, or genetic information in all aspects of employment, educational programs, activities, and admissions. Pursuant to Title IX of the Education Amendment of 1972, Gettysburg College prohibits discrimination on the basis of sex (i.e., which includes but is not limited to the prohibition of sexual misconduct and relationship violence, including sexual assault and harassment) in all of its educational programs and activities.

Gettysburg College is accredited by the Middle States Commission on Higher Education.

The College reserves the right to make changes to the policies and procedures in the Handbook. This handbook was revised in February 2025.

For the most current version of College Graduate Student policies, always consult this website: <https://www.gettysburg.edu/graduate-programs>

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## Gettysburg College Core Values

These values include:

- The worth and dignity of all people and the limitless value of their intellectual potential;
- The commitment to a diverse and inclusive learning environment;
- The power of a liberal arts education to help students develop critical thinking skills, broad vision, effective communication, a sense of the inter-relatedness of all knowledge, sensitivity to the human condition, and a global perspective, all necessary to enable students to realize their full potential for responsible citizenship;
- The enrichment of the traditional liberal arts and sciences curriculum with the most promising intellectual developments of our time;
- The free and open exchange of ideas and the exploration of their ethical and spiritual dimensions;
- The value of a lifelong commitment to service, and the role of the College in both providing an example of public service for students and fostering a commitment to service among our young people;
- The value of ethical leadership that is inclusive, collaborative, and directed towards effecting change for the greater good.

## Gettysburg College: Our Commitment to Diversity & Inclusion

“If we want to prepare our students for an increasingly diverse society, they must learn how to embrace difference here. If we want to graduate the next generation of leaders, who themselves will be drawn from our increasingly diverse society, we must continue to make this place a home for all of our students.”

Bob Iuliano, President

At Gettysburg College, our perspective on diversity and inclusion is grounded in our core values. We believe in the worth and dignity of all people and the limitless value of their intellectual potential. We are also committed to providing a diverse and inclusive learning and working environment because it enhances the educational experience for all students. Research shows us that a diverse college environment is linked to the development of critical thinking skills.

Nurturing, respecting, and sustaining an inviting campus climate where individual differences and identities are perceived as strengths, not deficits, is critical to developing a sense of belonging. We strive to be that place where everyone can live authentic lives without concern that this authenticity will negatively impact their opportunities for success.

The Association of American Colleges & Universities expresses it this way, “Making excellence inclusive is thus an active process through which colleges and universities achieve excellence in learning, teaching, student development, institutional functioning, and engagement in local and global communities. And instead of seeing diversity as a laundry list or as dichotomous—where one has either gender identity or racial identity, for example—we must address the intersections and multiplicities of identities and recognize how campuses must now engage the complexity of diversity.”

Inclusive excellence generates more innovative pedagogy and work processes, diverse curricula, high quality research, effective problem-solving and general creativity, creating a climate in which all community members can achieve their potential. When college demographics at all levels reflect the society in which we live, students graduate with role models, mentors and firsthand experiences that prepare them for successful futures. Graduate programs at Gettysburg College uphold the College’s commitment to diversity and inclusion.

## **Graduate Student Rights & Responsibilities**

A community for education provides opportunity to learn. The student, in order to make best use of that opportunity, must be free to learn. The effectiveness of the opportunity depends upon each faculty member's freedom to teach. The various agencies of the College Administration attempt to provide the instruments and the conditions, which make the opportunity possible.

In order that Gettysburg College, as a community for education, may be of greatest utility in providing the opportunity to learn, both in the formal student-teacher relationship and in less formal contexts, each of its constituent groups must have certain rights and, equally important, must exercise certain responsibilities.

The purpose of this statement, and those that follow, is to provide guidelines for the insurance of the rights of Gettysburg College graduate students and for the exercise of their responsibilities as members of this community for education, albeit as distance learners.

### **Academic Rights and Responsibilities**

#### **1. Freedom of Access**

The admissions policies of Gettysburg College are a matter of institutional choice consistent with public law. The characteristics and expectations of students, which the College considers relevant to success in its graduate program, are made clear on the program website. Under no circumstances will an applicant for admission be discriminated against on the basis of race, color, religion, ethnic or national origin, age, gender, gender identity, gender expression, sexual orientation, or being differently abled. Furthermore, there is no fixed ratio of men and women which the College seeks to maintain permanently. Gettysburg College makes a determined effort to attract graduate students who will profit from and contribute to its program. The College seeks students with promise of intellectual attainment, and insists that, at a minimum, they have the potential to meet its academic expectations. The College seeks graduate students who show promise of contributing to the vitality and success of the Gettysburg College graduate programs.

In an effort to maintain an educationally useful diversity in the graduate student body, Gettysburg College encourages students from various racial, religious, geographic, national, social, and economic backgrounds to apply for admission. Within the limits of its resources, Gettysburg College is open to all graduate students who are qualified according to its admission standards.

#### **2. Academic Freedom**

##### **Evaluation of Students**

Free discussion, inquiry, and expression in the classroom are essential to the task of a graduate education at Gettysburg. Student performance, therefore, should be evaluated

solely on the basis of academic achievement, not on opinions or conduct in matters unrelated to academic standards.

Students are responsible for maintaining the academic standards established by each Gettysburg College graduate program and the respective instructor(s) and graduate assistants for each course in which they are enrolled. Students have the right to know the criteria on which they are being evaluated and, where possible, an estimation of their standing in any course in which they are enrolled.

Students have the right to be evaluated solely on the stated criteria in any course in which they are enrolled. They should never be subjected to prejudiced or capricious academic evaluation. Any student who feels he/she has been subjected to such evaluation should ask the professor involved to explain his/her grade.

### **Grade Appeal Process**

*For GLI Program:*

Students have fifteen days from the start of the following semester to appeal a final grade to the section professor. Issues eligible for appeal include evidence of grade calculation errors, inappropriate or inconsistent application of course rules, poor communication regarding changes to syllabi, inconsistent application of evaluation standards, and evidence of expressed bias.

If a student is dissatisfied with the initial appeal to the section professor, they can appeal in writing to a representative from the provost's office. A corresponding copy of the appeal must be sent to GLI's COO. This should be done within fifteen days of the original decision.

*For all other graduate programs:*

Students have fifteen days from the start of the following semester to appeal a final grade to the course instructor. Issues eligible for appeal include evidence of grade calculation errors, inappropriate or inconsistent application of course rules, poor communication regarding changes to syllabi, inconsistent application of evaluation standards, and evidence of expressed bias.

If a student is dissatisfied with the initial appeal to the course instructor, they may appeal in writing to the program director within fifteen days. If the appeal to the program director does not resolve the appeal, the student may appeal in writing to a representative from the provost's office.

### **Retroactive Drops and Withdrawals**

If a student encounters / suffers an unforeseen circumstance that a reasonable person would find impossible or extremely difficult to overcome while completing coursework,

the student can request that Gettysburg College consider their eligibility for a retroactive drop / refund or withdrawal. This request should be submitted to the registrar's office.

It is the student's responsibility to know the drop / refund deadline.

## **Honor Code**

Students enrolled at Gettysburg College abide by and support the College's academic honor system. Thus, they have the responsibility to adhere to all parts of the Honor Code. Details about the Honor Code are found on the Honor Commission's area on the Office of Academic Advising website. The College's Honor Code system does not specifically refer to graduate students; however, academic integrity is enforced, and any violation will be handled by Gettysburg College and appropriate graduate program administrative staff.

## **Academic Dishonesty**

When credible evidence of academic dishonesty (including but not limited to plagiarism) is discovered, the professor may, as appropriate, assign a zero on the assignment, assign a failing grade of sixty-five percent or below on the assignment, or allow the student to revise and resubmit the assignment.

A student who has engaged in academic dishonesty twice in the same course will face consequences determined by the section professor (GLI) or course instructor (all other programs). The consequences may include failure in the course.

A student who has engaged in academic dishonesty two or more times in the same or different courses will also face consequences determined by the relevant graduate program director in consultation with the Associate Provost of Academic Affairs. Consequences may include removal from the program.

A student who wishes to appeal a charge of academic dishonesty or removal from the program should contact a representative from the provost's office in writing within fifteen days of first being informed of the charge. Grounds for appeal might include lack of evidentiary basis, lack of clear instructions related to citation and avoiding plagiarism, or the penalty being disproportionate to the offense.

### **3. Student Records**

The Family Educational Rights and Privacy Act of 1974 (FERPA), as amended, is a federal law that governs how colleges and universities supervise and protect graduate student records. FERPA (1) assures access by graduate students to their education



records, (2) permits graduate student review of their education records for accuracy, (3) guarantees use of the records only for legitimate educational purposes, and (4) controls release and disclosure of such records. FERPA governs the confidentiality of, and access to, those records that are maintained. Additionally, FERPA does not require the disclosure of records to third parties, but sets forth what may be disclosed to certain parties outside the college under certain circumstances.

## **Records Retention**

FERPA is not a records retention statute; it does not define what records the College must make or maintain. At Gettysburg College, no record will be made or retained unless there is a demonstrable need for it that is reasonably related to the basic purposes and needs of the College.

## **Graduate Education Records**

FERPA addresses and protects the graduate student's "education records." That term is defined as records maintained by the College that are directly related or personally identifiable to a graduate student, except:

1. A personal record kept by a faculty or staff member if it is kept in the sole possession of the maker of the records, used only as a memory aid, and is not accessible or revealed to any other person except a temporary substitute for the maker of the record.
2. An employment record of a graduate student provided the record is used only in relation to the individual's employment with the College.

Examples of education records include: the graduate student's transcript, Teacher Placement Records, Registrar's records other than the transcript. A graduate student's transcript is the official record of his/her academic standing and performance. It contains the graduate student's grades. Graduate students may obtain copies of their transcripts from the Registrar's Office.

## **Disclosure of Education Records Internally**

The College discloses education records internally without a graduate student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted as its agent to provide a service instead of using College employees or officials (such as an attorney, auditor, or collection agent); a

person serving on the Board of Trustees; or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the College.

### **Forwarding of Education Records Outside the College**

Other than as described below, most information contained in an education record may be released outside the College only with the written consent of the graduate student. However, FERPA provides that information contained in an education record may be released outside the College under certain circumstances, including:

1. Authorized Federal and State officials may be granted access to graduate student records required for the audit and evaluation of federally supported educational programs or in connection with the enforcement of federal or state legal requirements related to such programs.
2. Graduate student records may be released when required for compliance with a judicial order or lawfully issued subpoena provided that a reasonable attempt has been made to notify the student of such order or subpoena prior to the release of the record.
3. Graduate student records may be released to accrediting organizations in order to carry out their accrediting functions.
4. Graduate student records may be released to appropriate agencies in connection with the student's application for or receipt of financial aid.
5. The College may release to dependents of the graduate student (as defined in the Internal Revenue Code) any information from the student's education records.
6. The College may release the content of graduate student records to appropriate persons and organizations conducting studies for the purpose of developing, validating, or administering predictive tests, administering student aid programs, and improving instruction if and only if the studies are conducted in such a manner as will not permit the personal identification of students by persons other than representatives of the organization and provided that such information will be destroyed when no longer needed for purposes of the study.
7. The College may release any information from any record about a graduate student to any person if, in connection with an emergency, the knowledge of such information is judged necessary to protect the health and safety of the student or other persons. Such release of information will only be made in a serious emergency where such information is required by the person to whom it is released to meet the emergency and where there is not sufficient time for normal procedures to be followed.

8. The College may release the final results of a disciplinary proceeding against a graduate student who is an alleged perpetrator of a violent crime or non- forcible sex offense if the College finds that the student committed a violation the College's policies or rules. The College may only release the name of the student, the violation committed, and the sanction imposed. The College may also release the name(s) of other student(s) involved, such as the victim or witness, but only with the written consent of that student(s).

### **More Information about FERPA**

Graduate students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

**Family Policy Compliance Office**

U.S. Department of Education

400 Maryland Avenue, SW Washington, DC 20202-5901

### **Citizenship Rights and Responsibilities**

#### **Gettysburg College Freedom of Expression - Statement of Philosophy**

Since its inception, Gettysburg College has been engaged in the defense of freedom of expression, first through the abolitionist movement and then with the College's involvement in the Civil War. The institution was founded in 1832 by anti-slavery theologian Samuel Simon Schmucker, and in 1837 Gettysburg College moved to Pennsylvania Hall, the construction of which was facilitated by benefactor and Trustee Thaddeus Stevens. Aside from his work as a Congressman and activist for universal education, Stevens was a key figure in the passing of the 13th Amendment abolishing slavery. In July 1863, the College was the backdrop for the Battle of Gettysburg and months later, alumnus David Wills was integral to the creation of the Soldiers' National Cemetery. He invited Abraham Lincoln to attend its dedication and it was there that the President issued his call to the country to affirm equality for all in his Gettysburg Address.

Our rich institutional heritage challenges us to engage in and provide leadership for addressing the critical social and political issues of our time. The College is committed to the ideal of free and open inquiry in all matters, as freedom of expression allows us to continually strive to better society and to address injustices. Freedom of expression is invaluable to the institution because it brings together multiple opinions, allows them to coalesce and/or clash, and opens them to the community's reflections, analyses, and critiques.

As an educational institution, we support the freedom of expression of ideas and, in our mission statement, we affirm: the worth and dignity of all people and the limitless value of their intellectual potential; the commitment to a diverse and inclusive learning environment;

the power of a liberal arts education to help students develop critical thinking skills, broad vision, effective communication, a sense of the inter-relatedness of all knowledge, sensitivity to the human condition, and a global perspective; the value of a lifelong commitment to service; the value of ethical leadership that is inclusive, collaborative, and directed towards effecting change for the greater good; and our conviction that a residential college best promotes the sense of community central to a liberal arts education, in which personal relationships among students, faculty, and staff can flourish.

The College recognizes that some ideas will be viewed as offensive and disagreeable by some, perhaps even most, members of the community. However, it is not the role of the College to shield individuals from ideas and opinions they find unwelcome, disagreeable, uncivil, or even deeply offensive. Rather, we encourage members of the College community to act according to the principle that the best response to ideas that they find offensive is speech, not censorship.

Participating in a community where there is a diverse range of opinions, perspectives, and experiences is rewarding for all of our members and the College is committed to nurturing and celebrating this experience. We expect that diverse views and opinions will create conflict and disagreement among us at times, but the genuine sharing of ideas, perspectives, and values presupposes both freedom and responsibility. Consequently, we expect all members of the community to engage in civil discourse, reasoned thought, sustained discussion, and constructive participation. The freedom to express ideas, exchange views, and engage in protest is essential to the life of the College.

The College encourages its members to make independent judgments about the worth and validity of ideas and to contest ideas with which they disagree. Any effort by members of the College community to limit openness in this academic community is a matter of serious concern and hinders the freedom of expression and the discovery of truth. All members of the community are therefore free to express their points of view on, or opposition to, any issue of public interest within reasonable restrictions of time, place, and manner. Each member of the community is also expected to encourage and facilitate the ability of other community members to express themselves freely. No group or individual has the right to interfere with the legitimate activity of other authorized persons and groups as interference with expression compromises the College's goal of creating an environment where issues can be openly discussed.

The freedom to debate and discuss the merits of competing ideas does not, of course, mean that individuals may say whatever they wish, wherever they wish. We have obligations to protect the dignity and security of all members of the College community from those who would seek to use speech primarily to deprive others of their freedom to learn, their freedom to contribute, and their freedom to participate in our community. Thus, the College may seek to restrict expression that:

- 1) violates state or federal law; 2) constitutes slander, threats, or harassment; 3) unreasonably invades individual privacy or violates confidentiality interests; or, 4) is directly incompatible with the functioning of the College. In addition, the College may reasonably regulate the time, place, and manner of expression to ensure that it does not disrupt the ordinary activities

of the College. However, these are limited exceptions to the general principle of freedom of expression and it is vitally important that these exceptions not be used in a manner that is inconsistent with the College's ideals relating to the free and open discussion of ideas.

Gettysburg College's philosophy of freedom of expression reflects our commitment to sustain a community in which all members feel that their ideas, opinions, and beliefs are respected and protected, even when those ideas are not shared universally. We believe the free expression of ideas is a cornerstone of the learning process and it is only through exposure to new concepts, opposing views, and challenging topics that one truly grows in an academic setting. Preventing the free exchange of ideas restricts the generation of knowledge and the ability to discern between what is right and what is wrong. In this sense, Gettysburg College subscribes to the wisdom in the words of Justice Louis D. Brandeis:

*"If there be time to expose through discussion the falsehood and fallacies, to avert the evil by the processes of education, the remedy to be applied is more speech, not enforced silence." (Whitney v. California, 274 U.S. 357, 1927)*

The College is committed to the principles of the free expression of ideas and providing an atmosphere of civility and mutual respect. It is in the spirit of protecting these values that the College prohibits discrimination, harassment, and bias conduct by students, organizations, and visitors, as defined below.

## **Anti-Discrimination, Harassment, Bias Conduct, Hazing, and Hate Crime Policies**

### **I. Prohibited Conduct**

#### **Discrimination**

The College prohibits discrimination and harassment, and provides equal opportunity without regard to race, ethnicity, color, religion, national origin, disability, veteran status, marital/familial status, possession of a General Education Development Certificate (GED) as compared to a high school diploma, sexual orientation, gender identity, gender expression, sex, age, or genetic information in all aspects of employment, educational programs, activities, and admissions.

Pursuant to Title IX of the Education Amendment of 1972, Gettysburg College prohibits discrimination on the basis of sex (i.e., which includes but is not limited to the prohibition of sexual misconduct and relationship violence, including sexual assault and harassment) in all of its educational programs and activities. The College's Title IX Policy and Procedures address harassment based upon sex that falls within that policy's definition of "Title IX Sexual Harassment" and all Title IX Sexual Harassment will be subject to that policy, rather than these General Standards of Conduct. Conduct that does not meet the definition of "Title IX Sexual Harassment" may still constitute sexual harassment that is prohibited by the College and will be addressed through these General Standard of Conduct or other applicable policies. When reports of sexual harassment are submitted, the Title IX Coordinator will determine whether the Title IX Policy, the Standards of Conduct, or another policy applies

and will direct the matter to the provost. The College's Title IX Policy and reporting information can be found [here](#).

### **Harassment**

Harassment is defined as engaging in conduct that a reasonable person in similar circumstances would find as creating a hostile environment or depriving another person of the ability to fully participate in the programs or opportunities of the College. Harassment can take many forms, such as words, visual images, gestures, or other verbal and physical contact, whether in person, by telephone, or other electronic means. Harassment may consist of a single, sufficiently severe incident or the cumulative result of a series of pervasive incidents. A reasonable person is defined as a hypothetical person who exercises average care, skill, and judgment in analysis and who serves as a comparative standard for determining accountability.

Bullying and cyberbullying are forms of harassment that use an imbalance of power to intimidate, threaten, or cause emotional or physical harm.

Students can report harassment by submitting an online form. To report harassment or other concerns that require administrative support, please see this [web page](#). To learn more about how to initiate a Title IX report, see this [web page](#).

These online forms ensure contact with Gettysburg College administrators, who will be in touch with the reporter through their Gettysburg email account. Student reports about harassment by other students are overseen by Gettysburg College administrators. Student reports of harassment by Gettysburg faculty or staff are overseen by Gettysburg College administrators. Student reports of harassment by adjunct section professors in the GLI Master of American History program or GLI employees are forwarded to GLI's COO.

In cases where it is determined that harassment occurred, penalties may include delayed registration or termination from employment or the program.

### **Bias Conduct**

Bias conduct is any act, expression, or speech that:

- targets individuals or groups based on their actual or perceived race, ethnicity, color, religion, national origin, disability, veteran status, marital/familial status, possession of a General Education Development Certificate (GED) as compared to a high school diploma, sexual orientation, gender identity, gender expression, sex, age, or genetic information

AND

- is derogatory in nature, including (but not limited to) pejorative terms, the use of epithets or slurs, vandalism, degrading images, or mocking through costumes.

The College takes all reports of bias conduct seriously and members of the community are encouraged to report incidents or concerns in order to determine if the conduct is a violation of the bias conduct policy. Where appropriate, the College will take measures to educate community members about bias related conduct that does not rise to the level of a policy violation.

### **Hazing**

Hazing is defined as any intentional, knowing, or reckless act committed by a person (whether individually or in concert with other persons) against another person or persons regardless of the willingness of such other person or persons to participate, that

- is committed in the course of an initiation into, an affiliation with, or the maintenance of membership in, a student organization; and
- causes or creates a risk, above the reasonable risk encountered in the course of participation in the institution of higher education or the organization (such as the physical preparation necessary for participation in an athletic team), of physical or psychological injury including—
- brutality of a physical nature, including whipping, beating, branding, calisthenics, exposure to the elements, striking, electronic shocking, placing of a harmful substance on someone's body, or similar activity;
- brutality of a mental nature, including causing, coercing, or otherwise inducing sleep deprivation, activity adversely affecting the mental health or dignity of the individual, exclusion from social contact, conduct that could result in extreme embarrassment, confinement in a small space, or other similar activity;
- causing, coercing, or otherwise inducing another person to consume food, liquid, alcohol, drugs, or other substances;
- causing, coercing, or otherwise inducing another person to perform sexual acts or endure brutality of a sexual nature;
- any activity that places another person in reasonable fear of bodily harm through the use of threatening words or conduct;
- any activity against another person that includes a criminal violation of local, State, Tribal, or Federal law; and
- any activity that induces, causes, or requires another person to perform a duty or task that involves a criminal violation of local, State, Tribal, or Federal law.

Aggravated Hazing is defined as a person that commits a violation of Hazing that results in serious bodily injury or death to the minor or student; and

- The person acts with reckless indifference to the health and safety of the minor or student; or

- The person causes, coerces, or forces the consumption of an alcoholic liquid or drug by the minor or student.

Organizational Hazing is defined as an organization that intentionally, knowingly or recklessly promotes or facilitates a violation of Hazing or Aggravated Hazing.

Gettysburg College prohibits all forms of Hazing as described in this policy. Our policies are in accordance with the Stop Campus Hazing Act and Timothy J. Piazza Antihazing Law. It shall not be a defense that the consent of the minor or student was sought or obtained. It is also not a defense that the conduct was sanctioned and or approved by the organization.

### **Hate Crimes**

Hate crimes are criminal offenses under federal and state law, where the behavior is motivated by the bias conduct described above. The FBI defines a hate crime as a “criminal offense against a person or property motivated in whole or in part by an offender’s bias against a race, religion, disability, ethnic origin or sexual orientation.” Hate itself is not a crime—and the FBI is mindful of protecting freedom of speech and other civil liberties. The College prohibits hate crimes and all hate crimes will be reported to the Gettysburg Police Department. All hate crimes are classified as bias conduct.

The process for determining whether an incident is a crime, and possibly a hate crime, is a legal matter to be determined by law enforcement officials.

### **I. Reporting**

To report harassment or other concerns that require administrative support, please see this [web page](#). To learn more about how to initiate a Title IX report, see this [web page](#).

### **Graduate Student Academic Policies**

#### **Provost**

The provost is the chief academic officer of the College for the Gettysburg College, including graduate programs, and handles matters pertaining to faculty and the academic program. The office is located on the third floor of Pennsylvania Hall. The provost may delegate some responsibilities to a representative of the provost’s office, such as the associate provost.

#### **Registration**

Graduate students must be registered officially for a course in order to earn academic credit. By formally registering for courses, the student pledges to abide by College and program regulations. The College may withdraw a student from classes and withhold transcripts and



diplomas for failure to pay college charges. The College may deny future enrollments for a student with a delinquent account.

### **Conditional Admission/Matriculation Policy**

Graduate applicants may submit unofficial transcripts (uploaded copies) in order for their application to be reviewed. However, upon acceptance, Gettysburg College requires official, final transcripts to be sent from all undergraduate, graduate, and professional schools that the student has attended and from which they have either graduated or seek to transfer credits. Students who are accepted and matriculate with unofficial transcripts are *conditionally admitted and matriculated*. We must receive official transcripts by the end of their first semester in the program. If a student does not submit official transcripts, a hold is placed on their account which precludes them from registering for the next semester's courses as well as obtaining an official Gettysburg College transcript.

### **Academic Standing**

Students generally maintain an academic record that will enable them to complete the requirements for graduation within five years. Students who require more time may submit a written explanation to the Gettysburg College Registrar. To accomplish that goal, a graduate student needs to maintain a cumulative GPA of 3.00. Students whose cumulative GPA falls below 3.0 during any semester in the program will be placed on academic probation until their GPA reaches 3.0. Students who maintain a cumulative GPA of less than 3.0 for three consecutive enrolled semesters can be suspended from the program. Students who are suspended from a graduate program will have the option to petition Gettysburg College and program administrators for reinstatement.

Courses in which students receive a grade of C+ or lower do not count toward the 10-course graduation requirement. These grades are included in students' cumulative GPAs. All students should be in touch the Office of the Registrar to review graduation requirements

### **Accommodation of Disabilities**

Gettysburg College provides equal opportunities to students with disabilities admitted through the regular admissions process. The College promotes self-disclosure and self-advocacy for students with disabilities. Students seeking accommodation should contact the Center for Student Success, [student\\_success@gettysburg.edu](mailto:student_success@gettysburg.edu), for additional information specific to the graduate program.

The Center for Student Success provides support for students with disabilities who request academic accommodations. Each request for accommodation will be considered individually based on the accommodation(s) requested and the documentation provided. Students eligible for accommodations will receive a Verification of Student Accommodation letter.

Students should provide their adjunct section professor (GLI) or course instructor (all other programs) with their Verification of Student Accommodation letter. Reasonable accommodation for students with learning disabilities may result in some curricular modifications that do not substantially alter course content or involve waiving requirements essential to the graduate program.

## Grades

It is assumed that when an instructor reports a semester grade it is the result of the instructor's careful evaluation of a student's academic performance and that it is final. Consequently, after a grade has been reported to the Registrar, it cannot be changed unless there has been an error in computation or reporting. A representative from the provost's office must first approve such change.

## Grading System

Courses are graded A through F according to letter, number, and grade points listed in the table below.

<i>Letter Grade</i>	<i>Number Grade</i>	<i>Grade Points</i>
A	95% - 100%	4
A-	90% - 94%	3.67
B+	87% - 89%	3.33
B	84% - 86%	3
B-	80% - 83%	2.67
C+	77% - 79%	2.33
C	74% - 76%	2
C-	70% - 73%	1.67
D+	67% - 69%	1.33
D	64% - 66%	1
D-	60% - 63%	.67
F	0% - 59%	0

A student's cumulative average is computed by summing his or her quality points and dividing by the number of course units taken. The average is rounded to the second decimal place.

The College reserves the right to make changes and adjustments in the grading system even after a student enrolls.

### **Course Repeat**

When a student registers for and completes a course which he or she has already taken at Gettysburg College, both the credit and the grade previously earned are canceled, but they are not removed from the permanent record. The credit and grade earned in repeating the course are counted toward the student's requirements.

### **Transfer Credits**

- Maximum of 6.0 credits can transfer with approval from the Office of the Registrar in consultation with the appropriate graduate program director (Not included in these 6 credits are any credits previously taken through the Pace University/Adams State College GLI program)
- Must have received a grade of B- or better
- Must have been completed at a regionally accredited institution within the past 10 years

Please contact the Office of the Registrar, [registrar@gettysburg.edu](mailto:registrar@gettysburg.edu), to initiate the transfer credit evaluation process.

### **Changing Sections**

During week one, students can request course or section changes through the registrar's office until the add/drop period is concluded.

During weeks two and three of a twelve- or fourteen- week course, students may petition to change sections. Students should send an email to the Gettysburg College registrar, [registrar@gettysburg.edu](mailto:registrar@gettysburg.edu), with the reason for their request. The registrar will evaluate the request, decide if it is urgent, and then, if there is room available in another section, make the change.

Students enrolled in a five- or six- week course may only change sections during the week one add/drop period.

### **Incompletes**

Students may request from their section professor (GLI) or course instructor (all other programs) a temporary grade of "Incomplete" if extenuating circumstances (e.g., sickness, a

recent death in the immediate family, serious personal problems, or other circumstances of equal gravity) prevent completion of course requirements by the end of the semester.

The missing work must be submitted to the section professor (GLI) or course instructor (all other programs) by the end of the add/drop deadline of the semester following the one in which the incomplete was incurred.

If the missing work is not completed by the end of the add/drop deadline, the instructor should assign a final grade that takes into account completed and missing work.

## **Withdrawal**

A student must notify the Registrar's Office in writing that he or she intends to withdraw from courses at Gettysburg College. The date of withdrawal will be the last day of attendance in classes.

Financial aid recipients who leave the College during a term will have their Title IV aid recalculated according to the federal refund requirements, which state: "Up through the 60% point in each payment period or period of enrollment, a pro rata schedule is used to determine the amount of Title IV funds the student has earned at the time of withdrawal. After the 60% point in the payment period or period of enrollment, a student has earned 100% of the Title IV funds he or she was scheduled to receive during the period."

See Volume 5 of the most recent FSA handbook located here:

<https://fsapartners.ed.gov/knowledge-center/fsa-handbook>

Title IV funds include and will be returned in the following order: Unsubsidized Direct Stafford Loan, Subsidized Direct Stafford Loan, Direct PLUS Loan, Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (FSEOG), and other Title IV grant funds

Students receiving Federal Loans may have a portion of their original loan returned to the programs as required by federal regulations, thus creating a balance due to the College. For this reason, students contemplating withdrawing during a term of enrollment are strongly encouraged to meet with the Student Accounts Office and Financial Aid Office prior to leaving the College.

### **Refunds for Graduate Tuition will be calculated as follows:**

- 100 percent through the first week of classes
- No refund after the last day of the first week of classes

## **Required Withdrawal**

A student who is required to withdraw for disciplinary reasons, after the stated refund period, will forfeit all fees which he or she has paid.

### **Student Financial Responsibility**

By registering for classes at Gettysburg College, students agree that they accept full financial responsibility for all tuition charges and fees related to their attendance and course registration, regardless of whether the instructor, location, or modality of the course is modified for any reason, including any *force majeure* event.

Delinquent accounts are subject to a penalty charge of 1% per month.

Gettysburg College policy provides for the withholding of all credits, educational services, and issuance of transcripts and certification of academic records from any person whose financial obligations to the College (including delinquent accounts and deferred balances) are due and unpaid.

**Force Majeure:** Gettysburg College will not be liable to the Student for any failure or delay in performance under this Agreement, and no default or breach of this Agreement will have occurred, when and to such extent the failure or delay is due to circumstances beyond the College's reasonable control including without limitation, Acts of God, flood, fire, earthquake, explosion, loss of power, war, terrorist threat or act, protest or other civil unrest, external disruptions, pandemics or epidemics, labor disruptions, or official governmental or judicial action.

**Arbitration of Disputes and Venue for Claims:** In the event that any dispute related to payment of tuition, fees, or any other charges cannot be resolved directly between the College and the student, the dispute shall be submitted to binding arbitration before a single arbitrator selected by mutual agreement of the parties. The arbitrator shall establish the rules, schedules, and other procedures to be used during the arbitration. The decision of the arbitrator, absent fraud or plain error of law, shall be final and binding upon the parties and shall be enforceable in courts of proper jurisdiction. In the event that all parties agree that a dispute should not be arbitrated or in the event that any dispute is not arbitrable, then venue for any claim shall be exclusively within the Court of Common Pleas of Adams County, Pennsylvania and/or the United States District Court for the Middle District of Pennsylvania.

**Waiver of Class Action Rights:** THE STUDENT AND THE COLLEGE AGREE THAT EACH MAY PURSUE CLAIMS AGAINST THE OTHER ONLY IN YOUR/ITS INDIVIDUAL CAPACITY AND NOT AS A PLAINTIFF OR CLASS MEMBER IN ANY PURPORTED CLASS OR REPRESENTATIVE PROCEEDING.

If any overdue obligation is referred for either College internal collection efforts or an outside agency or attorney for collection efforts and/or legal suit, the debt shall be increased to cover all reasonable collection fees, allowed by State and Federal law, including, but not limited to a reasonable collection agency fee which may be based on a percentage at a maximum of 33%

of the delinquent account, together with all costs and expenses, including reasonable attorney's fees and court costs, necessary for the collection of the delinquent account balance. In the event that additional collection services are required, the debt may be increased to cover reasonable collection agency fees which may be based on a percentage at a maximum of 42.87% of the delinquent account, together with all costs and expenses, including reasonable attorney's fees and court costs, necessary for the collection of the delinquent account balance.

By providing a cellphone number or wireless device information to Gettysburg College, students authorize Gettysburg College, the Department of Education, and/or Collection Agencies to contact them at the current or any future number that is provided, using automatic telephone dialing equipment or artificial or pre-recorded voice or text messages, regarding their outstanding student account balance due at Gettysburg College.

To assist in payment of past due balances, College and other resources may be available to a student. If a student is unable to make a payment when scheduled, the student is encouraged to contact the Student Accounts Office prior to the scheduled due date to discuss alternative payment arrangements or the Financial Aid office to discuss the potential opportunity for additional aid in the form of loans.

## **Transcripts**

The College supports students in their candidacy for graduate or professional school admission or in their search for appropriate employment by providing a responsive transcript service.

Requests for transcripts must include the student's written signature and should be directed to the Office of the Registrar. There is no charge for this service unless special handling is required, such as electronic delivery.

The College reserves the right to deny a student's request for a transcript when there is a debt or obligation owed to the College or when there is an unresolved disciplinary or honor code action pending against the student.

## **Gettysburg College's Policy on Class Attendance and Absence**

The College recognizes that regular attendance at all classes is an essential part of its academic purpose and clearly is the responsibility of the individual graduate student. Each student is accountable for all work missed because of absences from class, and instructors are under no obligation to make special arrangements for students who are absent from classes. Instructors must explain their individual or departmental attendance policy during the first-class meeting and/or in their course outlines.

Class absences will be dealt with on a case-by-case basis by the instructor of the course.

## **Information Management Policy**

Gettysburg College acknowledges that it has an obligation to ensure appropriate protections for the information assets within its domain of ownership and control. This obligation is shared by every member of the campus community.

The purpose of this policy is to describe the College's commitment to its stakeholders and to outline student, faculty and staff responsibilities for the protection of the College's information assets. Information assets are any information received, created and maintained by the College as well as the systems, devices and procedures that support them, regardless of media.

This document will:

1. Describe basic information risk management principles
2. Define Gettysburg College's policy for protecting its information assets
3. List information assets that require enhanced protections
4. Communicate information management roles and responsibilities

The College faces threats, both internal and external, that put its information assets at risk. Potential consequences of the failure to manage risks include disruption of service, financial penalties, expensive litigation and negative publicity. All of these consequences have the ability to damage the College's reputation and hinder its ability to attract quality students, faculty and staff and to fulfill its mission.

The College's Information Management Policy is designed to support the College's need to share information in a way that minimizes the exposure to loss.

## **Information Risk Management Principles**

Information Risk Management is the process of analyzing exposure to the risks inherent in storing and transmitting information and making informed choices on how to best handle such exposures, including mitigation, acceptance and transference.

A well-structured information risk management program will address the following:

- Confidentiality: the privacy of information, including the issues of copyright
- Integrity: the accuracy of information
- Availability: the functionality of a system and its components
- Retention: the duration of information

## **Statement of Policy**

Gettysburg College has committed to the following:

1. Gettysburg College will comply with all applicable federal, state and local laws and regulations concerning its information assets.
2. The College will manage the risks to its information assets to protect against the consequences of breaches of confidentiality, failures of integrity or interruptions to availability.
3. Some of Gettysburg College's information assets are considered sensitive and need special controls to ensure their confidentiality. The College will implement these controls in a manner that effectively controls risk yet still enables the College to carry out its mission.
4. The College will issue additional procedures and guidelines (including document retention) that contain details regarding the management of information assets. These will be maintained on the Ethics and Integrity website:  
<https://www.gettysburg.edu/offices/president/ethics-integrity-officer/>
5. This and other College policies and procedures shall be reviewed and updated regularly to ensure that they remain appropriate in the light of any relevant changes to the law, applicable best practices, organizational policy or applicable regulations.
6. The College will establish a program to ensure the effective communication of this and other policies and procedures to all members of the campus community.

### **Information Requiring Enhanced Protection**

The following information requires particular protections by law, government or industry regulation. All members of the campus community who create, use, transmit or dispose of information in any of the following categories are expected to appropriately maintain the confidentiality of such information in accordance with the laws and regulations cited below:

- **Education Records**, including files, documents or other materials (regardless of the medium maintained) which contain information directly related to a student and maintained by Gettysburg College. Social Security Numbers, particularly when combined with an individual's name or birth date are part of a student's Education record. These records, as defined by federal law, are protected under the Family Educational Rights and Privacy Act of 1974 (FERPA).
- **Payment Card Information**, including credit and debit card account numbers, expiration dates, and other information. Payment Card Information is covered by the Payment Card Industry Data Security Standard (PCI-DSS).
- **Protected Health Information**, including information created or received by a health care provider that: (1) identifies an individual; and (2) relates to that individual's past, present or future physical or mental health condition or to payment for health care. Protected Health Information is covered under the Health Insurance Portability and Accountability Act of 1996 (HIPAA).
- **Customer Information**, as defined under the Gramm-Leach-Bliley Act, includes personal identifiable financial information that Gettysburg collects about an individual



in connection with providing a financial product or service, unless that information is otherwise publicly available.

- **Personnel Records**, protected under state law, which include letters of offer, employment records, salaries, fringe benefits, and other personnel information.
- **Research Records** that are protected by copyright, trademark, trade secret, patent or other intellectual property right.
- **Personally Identifying Information** beyond what the College has classified as Directory Information.

## Roles and Responsibilities

Every member of the Gettysburg campus community has a role in protecting the College's information assets.

**The Board of Trustees** is responsible for approving this policy and approving amendments thereto.

**President's Council** is responsible for making information risk management decisions regarding the College's information assets and is responsible for oversight of all policy development.

The **Ethics and Integrity Committee** is responsible for developing and maintaining institutional policies and procedures for the management of the College's information assets. The Ethics and Integrity Committee will also develop and implement the College's information risk awareness program.

**Managers** are members of the College community who have management or supervisory responsibility for full time, part time or student employees or contractors. Manager responsibilities include ensuring that members of their oversight area:

- have access to data that is limited to the requirements of their position
- comply with this policy as well as the following institutional policies on information management
  - Confidentiality Agreement
  - Network Use Policy
  - Data Retention Policy
- participate in the College's security awareness program

**Information Users** are all the members of the Gettysburg campus community who access any of the College's information assets. All Users are expected to follow all institutional policies and procedures and are responsible for protecting the information assets to which they have access or that are in their care.

**Vendors and other Third Parties** that access Gettysburg information assets are required to comply with this and other policies and procedures on information management.

## **Compliance**

**Reporting:** Non-compliance with this policy should be reported as follows:

- For Students: to the director of student rights and responsibilities
- For Faculty: to the provost
- For Administrators, Staff, Contractors: to your immediate supervisor

If the person to whom you would normally report non-compliance is themselves the cause of non-compliance, please consult the College's Whistleblower Policy.

**Adjudication:** The provost will respond to issues arising from this policy involving graduate faculty members.

## **Policy Modifications**

The Board of Trustees will be responsible for approving any changes to this policy. Whenever changes are made to the policy they will be communicated to the campus community through updates to the student, faculty and employee handbooks.

## **Resources**

Other Gettysburg policies related to information management can be found on the College's policy website, <http://www.gettysburg.edu/information-management>.

*Approved by the Board of Trustees on October 2, 2010*

The most current version of this policy can be found at:

<https://www.gettysburg.edu/offices/president/pdfs/2019/InformationManagementPolicy.pdf>

## **Other**

### **Preferred Name Policy**

Gettysburg College's system of record includes a preferred name field. The field is populated with the preferred name that appears on an incoming graduate student's application. If no preferred name is entered on the Common Application, the preferred name field defaults to the student's first name.

## **Access to Campus Facilities**

All enrolled graduate students of Gettysburg College will not have access to Gettysburg facilities, services, and support provided to non-program (undergraduate) students, except as otherwise determined and offered by Gettysburg College. Graduate students enrolled in the Master of Education program will be issued a Gettysburg student ID card upon request which will permit access to the Innovation and Creativity Lab to be used for program purposes.

## **Guidance for Religious Observance for Students**

In accordance with our mission, the College makes a reasonable effort to support students seeking an accommodation for religious observance. Graduate students who anticipate needing an accommodation for religious observance are encouraged to talk with their faculty about minimizing conflict with classes and assignments, as well as work requirements.

Students may request an accommodation for any religious observance.

The College wishes to draw attention to observances which are time sensitive in nature. Please see the Religious and Spiritual Life calendar on our website for additional information.

## **State Authorization Reciprocity Agreement (SARA)**

The National Council for State Authorization Reciprocity Agreements (NC-SARA) is a private nonprofit organization [501(c)(3)] that helps expand students' access to educational opportunities and ensure more efficient, consistent, and effective regulation of distance education programs.

Recognizing the growing demand for distance education opportunities, higher education stakeholders – including state regulators and education leaders, accreditors, the U.S. Department of Education, and institutions – joined together in 2013 to establish the State Authorization Reciprocity Agreements (SARA), which streamline regulations around distance education programs.

In partnership with four regional compacts, NC-SARA helps states, institutions, policymakers, and students understand the purpose and benefits of participating in SARA. Today, more than 2,200 institutions in 49 member states, the District of Columbia, Puerto Rico, and the U.S. Virgin Islands all voluntarily participate in SARA.

See lower-right-hand corner for SARA link: <https://www.gettysburg.edu/?ts=1656080062577>

## **Consumer Protection**

Provisions of SARA Policy, including those for consumer protection and the resolution of complaints, apply to interstate distance education offered by participating SARA institutions to

students in other SARA states. Only those complaints resulting from distance education courses, activities, and operations provided by SARA-participating institutions to students in other SARA states come under the coverage of SARA. Complaints about a SARA institution's in-state operations are to be resolved under the state's normal provisions, not those of SARA.

SARA consumer protection provisions require the home state, through its SARA State Portal Entity, to investigate and resolve allegations of dishonest or fraudulent activity by the state's SARA-participating institutions, including the provision of false or misleading information.

Examples of consumer protection issues that may arise in regard to alleged fraudulent activity, violations of SARA policies, or more general complaints about improper activities include, but are not limited to:

- Veracity of recruitment and marketing materials;
- Accuracy of job placement data;
- Accuracy of information about tuition, fees, and financial aid;
- Complete and accurate admission requirements for courses and programs;
- Accuracy of information about the institution's accreditation and/or any programmatic/specialized accreditation held by the institution's programs;
- Accuracy of information about whether coursework meets any relevant professional licensing requirements or the requirements of specialized accrediting agencies;
- Accuracy of information about whether the institution's coursework will transfer to other institutions; and
- Operation of distance education programs consistent with practices expected by institutional accreditors (and, if applicable, programmatic/specialized accreditors) and/or the C-RAC Guidelines for distance education.

### **Complaint Resolution Process through SARA**

- a. Complaints against an institution operating under SARA policies go first through the institution's own procedures for resolution of grievances. Allegations of criminal offenses or alleged violations of a state's general-purpose laws may be made directly to the relevant state agencies.
- b. Complaints regarding student grades or student conduct violations are governed entirely by institutional policy and the laws of the SARA institution's home state.
- c. If a person bringing a complaint is not satisfied with the outcome of the institutional process for handling complaints, the complaint (except for complaints about grades or student conduct violations) may be appealed, within two years of the incident about which the complaint is made, to the SARA State Portal Entity in the home state of the institution against which the complaint has been lodged. That SARA State Portal Entity shall notify the SARA State Portal Entity of the state in which the student is located of receipt of that appealed complaint. The resolution of the complaint by the institution's home state SARA State Portal Entity, through its SARA complaint resolution process, will be final, except for complaints that fall under the provision "g" below.

- d. While the final resolution of the complaint rests with the SARA State Portal Entity in the home state of the institution against which the complaint has been lodged, the SARA State Portal Entity in the complainant's location state may assist as needed. The final disposition of a complaint resolved by the home state shall be communicated to the SARA State Portal Entity in the state where the student lived at the time of the incident leading to the complaint, if known.
- e. While final resolution of complaints (for purposes of adjudication of the complaint and enforcement of any resultant remedies or redress) resides in certain cases with institutions (complaints about grades or student conduct violations), or more generally with the relevant institution's home state SARA State Portal Entity (all other complaints), the regional compact(s) administering SARA may consider a disputed complaint as a "case file" if concerns are raised against a SARA member state with regard to whether that state is abiding by SARA policies, as promulgated in the SARA Policy Manual. The regional compact may review such institutional concerns in determining whether a state under its SARA purview is abiding by SARA policies. Similarly, a complaint "case file" may also be reviewed by NC-SARA in considering whether a regional compact is ensuring that its SARA member states are abiding by the SARA policies required for their membership in SARA.
- f. SARA State Portal Entities shall report quarterly to NC-SARA the number and disposition of appealed complaints that are not resolved at the institutional level. NC-SARA shall make that information publicly available on its website. Such data will create transparency and can be used in determining whether a regional compact is ensuring that its SARA member states and those states' institutions are abiding by the policies required for state membership and institutional participation in SARA.
- g. Nothing in the SARA Policy Manual precludes a state from using its laws of general application to pursue action against an institution that violates those laws.

See SARA Policy Manual 24.2 (12/20/24): <https://nc-sara.org/resources/sara-policy-manual-242>

### **Related Entity: Gilder Lehrman Institute**

The Gilder Lehrman Institute of American History (GLI) was founded in 1994 by Richard Gilder and Lewis E. Lehrman, visionaries and lifelong supporters of American history education.

The Institute is the leading nonprofit organization dedicated to K–12 history education while also serving the general public. Its mission is to promote the knowledge and understanding of American history through educational programs and resources.

At the Institute's core is the Gilder Lehrman Collection, one of the great archives in American history. Drawing on the 86,000 documents in the Gilder Lehrman Collection and an extensive

network of eminent historians, the Institute provides teachers, students, and the general public with direct access to unique primary source materials.

As a 501(c)(3) nonprofit public charity the Gilder Lehrman Institute of American History is supported through the generosity of individuals, corporations, and foundations. The Institute's programs have been recognized by awards from the White House, the National Endowment for the Humanities, the Organization of American Historians, the Council of Independent Colleges, and the National Daughters of the American Revolution.