



# RESOURCE GUIDE FOR ACADEMIC MISCONDUCT & STUDENT DISCIPLINE ISSUES



## CUYAMACA COLLEGE

900 Rancho San Diego Parkway  
El Cajon, CA 92019-4369  
619-660-4000

[www.cuyamaca.edu](http://www.cuyamaca.edu)



Grossmont-Cuyamaca Community College District  
Governing Board Members:

Greg Barr, Bill Garrett, Edwin Hiel, Debbie Justeson,  
Mary Kay Rosinski

Student Members: Jocelyn Estrada, Zack Gianino

Chancellor: Cindy L. Miles, Ph.D.

Cuyamaca College President: Mark J. Zacovic, Ph.D  
August 2014.



## MINIMIZING AND MANAGING DISRUPTIVE BEHAVIOR IN YOUR CLASSROOM

### DETERMINING DISRUPTIVE BEHAVIOR

When inappropriate student behavior negatively affects the curricular or co-curricular environment, this behavior is considered disruptive to other students and to their instructors. To minimize any potential disruptions, instructors should not only detail the guidelines for acceptable class conduct in the course syllabus, but also discuss them, if possible, on the first day of class. An instructor should detail the expectations and indicate that failure to comply may result in sanctions being imposed.

When determining if a behavior is disruptive and its seriousness, there are many factors to consider. For instance, did the behavior halt classroom instruction or did it stop after the behavior was addressed by the instructor? Other factors to take into consideration:

- Was this the first incident by that student or is this a repeated problem?
- If it is a repeated problem, what action was previously taken in response to the student's behavior?

In addition to taking into account if the disruptive behavior is an on-going problem with the student, the instructor should consider

the reaction from other students in the classroom. Instructors can determine if other students appear to be uncomfortable by the behavior as well as determining how it is impacting the educational instruction in the classroom.

It is important to recognize that there are many levels of disruptive behavior and can include (a) an uncooperative student, (b) a student having outbursts with or without using profanity, (c) writing text messages during class, (d) failure to turn off cell phones, (e) taking calculators that have been prohibited into the classroom during an exam, and (f) a behavior that threatens the personal safety of others. If there is threatening behavior affecting personal safety, it is imperative to immediately call 911 or (9) 911 from a campus phone. For non-emergencies, contact 644-7654 to request a Sheriff's Deputy.

### RECOMMENDED ACTIONS TO ADDRESS DISRUPTIVE BEHAVIOR

In order to manage disruptive behavior that is occurring in the classroom, instructors should:

- Immediately address the inappropriate behavior, asking the student to stop his or her actions, while balancing "the privacy rights of that individual."



This brochure is supported by Carl D. Perkins VTEA IC funds through the System Office, California Community Colleges, Grant #08-C01-020.



- If the student does not comply, the instructor can issue a verbal warning. If the behavior continues, the instructor can also issue a written warning. In all instances, the instructor should have documentation that details not only the disruptive behavior, but also the actions that the instructor took in response to the inappropriate behavior. This documentation is critical, especially if further sanctions may be imposed at a later date.
- If after warnings have been issued and the disruptive behavior continues, the instructor can remove the student from class. If the disruptive behavior is repeated again, the instructor also has the right to remove the student not only on that day, but also for the following class period. (You can always contact the Associate Dean of Student Affairs for further assistance prior to initiating a two-day removal.)
- If a student is removed from class, it is critical to (a) immediately inform your Department Chair, Division Dean, and the Associate Dean of Student Affairs and (b) submit the Removal of Disruptive Students form to the Associate Dean of Student Affairs, who will meet with the student prior to his or her return to class.

Please do not mistake a student's freedom to express his or her opinion (the difference is in the manner in which a student expresses his or her views) with a student whose disruptive behavior inhibits other students from learning in the academic community. It is also important to note that these guidelines are specific to addressing disruptive behavior and do not apply to students who are responsible for committing academic misconduct. For the academic misconduct issues, please refer to the academic misconduct section.



## ACADEMIC MISCONDUCT

### PREVENTING ACADEMIC MISCONDUCT IN YOUR CLASSROOM

In an effort to avoid any misunderstanding regarding Cuyamaca College's rules regarding academic misconduct, it is important to reference the College's policies on this subject in your course syllabus. It is also suggested that you discuss these policies with your students, if possible, on the first day of class. In addition, it is also suggested that you outline your expectations not only for assignments, but also for exams. For example, if certain electronic equipment (such as calculators and cell phones) are prohibited in the classroom during exams, it should be made clear to the students well in advance of the exam.

All of Cuyamaca College's rules should be carefully detailed, including what constitutes plagiarism. To avoid plagiarism on written assignments, it can be helpful to require students to submit numerous drafts of their paper along with copies of the sources that they used. In addition if your expectation is that students can not submit papers that they have already submitted for a previous class, indicate your requirements in your syllabus to avoid any confusion. Some students may not realize that this practice may be unacceptable to their instructor.

### RECOMMENDED ACTIONS TO ADDRESS ACADEMIC MISCONDUCT

- Faculty members have the right to address academic misconduct within their own classroom in a manner that they deem the most appropriate. Faculty members are within their rights to give the student a zero on a test or an assignment as long as there is sufficient proof that the student engaged in academic misconduct.

- Even if there is sufficient proof that the student engaged in academic misconduct on a test or assignment, a student can never be failed for the entire course for that reason. The most severe sanction that could be imposed in this type of situation would be a failing grade for that particular test or assignment. Please refer to the following two websites for more information on the legal rulings regarding this issue:  
<http://extranet.Cccco.edu/Divisions/Legal/Opinions.aspx> (1995)  
<http://extranet.Cccco.edu/Divisions/Legal/Opinions.aspx> (2007)

If the faculty member finds sufficient proof that the student engaged in academic misconduct and takes action, the faculty member must inform the student and indicate the consequences for the academic misconduct. In addition, the faculty member should also provide a written letter to the student detailing the academic misconduct incident and the resulting action that was taken. In addition to sending a copy of the letter to the Department Chair and Division Dean, the faculty member can also send a copy of the letter to the Associate Dean of Student Affairs. If a faculty member sends the Associate Dean of Student Affairs a copy of the letter, please indicate if the submission is for "documentation purposes only" or if the situation "may warrant further administrative sanctions." (If there is evidence that the student has engaged more than once in academic misconduct, please check with the Associate Dean of Student Affairs to discuss if there is justification for further administrative sanctions.)

If you have any questions, please contact the Associate Dean of Student Affairs at (619) 660-4295 or at [Lauren.Vaknin@gcccd.edu](mailto:Lauren.Vaknin@gcccd.edu)