**Course Number**: KINE 4970 – D01

**Course Title**: Introduction to Orthotics & Prosthetics

**Course Hours**: 3 Credit Hours

**Prerequisites**: None

**Class Meeting Times**: Asynchronous On-line

**Instructor:** Adan Vazquez M.Ed., CP/L., ACUE

**Email:** [azv0001@auburn.edu](mailto:azv0001@auburn.edu)

**Office Location:** 301 Wire Road, Kinesiology Building Room 241

**Virtual Office Hours**: Available by appointment otherwise, might be available M 9 - 11 AM, W 9 – 11 AM, Th 11-12, and F 9 – 11 AM via AU Zoom

**Backup Instructor**: Dr. JoEllen Sefton, [jms0018@auburn.edu](mailto:jms0018@auburn.edu)

**Required Course Materials:**

No textbook is required for this class. All materials will be provided through Canvas.

A picture containing text, poster, person, person

Description automatically generated**Optional Course Materials:**

Title: Orthotics and Prosthetics in Rehabilitation   
    ISBNs: 9780323609135, 0323609139 ,9780323610186, 0323610188  
    URL: https://www.vitalsource.com/products/orthotics-and-prosthetics-in-rehabilitation-e-book-kevin-c-chui-milagros-jorge-v9780323610186

**Course Description**:

This course will provide students with a broad overview of the field of Orthotics & Prosthetics as a potential professional pathway within the Allied Healthcare Community. Topics that will be covered include but not limited to education prerequisites, pathway to professional certification, interdisciplinary scope and position, areas of specialization/need, areas for research including evidence-based practice and outcomes, job outlook, and growth opportunities within the field of O&P. This course will not lead to a certification or licensure.

**Course Objectives**:

1. Clarify the role of an orthotist/prosthetist in providing ethical, patient-centered care.
2. Summarize the basic awareness of the humanity and dignity of all patients and related individuals within a diverse and multicultural society.
3. Summarize the knowledge of the collaborative role of the orthotist/prosthetist as a member of the interdisciplinary rehabilitation team in providing patient-centered care.
4. Explain how evidence-based practice appropriately influences clinical practice and improve patient centered care.
5. Exercise a basic understanding on how clinicians meet patient needs and expectations through effective measures within O&P.
6. Demonstrate a basic understanding of foundational course requirements needed in order to pursue a graduate education in O&P.

**Student Learning Outcomes (SLOs)**:

Students will be able to:

1. Define, in general terms, what an orthotist is and who they provide care for. (Chapter 1)

2. Define, in general terms, what a prosthetist is and who they provide care for. (Chapter 1)

3. Summarize how an orthotist/prosthetist considers multiple factors when providing care for diverse and multicultural populations. (Chapter 1 and 2)

4. Define, describe and discuss the differences between what comprises an orthotic device and a prosthetic device. (Chapter: various)

5. Differentiate the roles and responsibilities of an orthotist/prosthetist from other allied healthcare professionals and how an orthotist/prosthetist contributes to a multidisciplinary team. (Chapter 1, 2, and 3)

6. Describe how differences in motor control, learning, and neural plasticity play a role into the O&P field and rehabilitation. (Chapter 3)

7. Recognize the importance of evidence-based practice within the field of O&P including the limitations and opportunities that exist with current materials and technology. (Chapter 4, 5 and 6)

8. MIDTERM: Apply understanding of the course through a written midterm reflection discussion.

9. Analyze and interpret clinical assessment of gait in the realm of O&P and how this translates to other allied healthcare fields. (Chapter 5)

10. Identify advanced microprocessor technology and how it impacts rehabilitation for O&P patients (Chapter 27, 30)

11. Generalize what outcome measures are and what types might be used in the field of O&P (Chapter 4, 9, Supplemental Material including handouts)

12. Distinguish different ways that an orthotist/prosthetist provides care for specific patient populations. (Chapter 10, 28, and 29)

13. Identify the current educational requirements to become an orthotist/prosthetist including potential salaries. (Supplemental Material including handouts)

14. Summarize professional and continued education requirements post certification. (Supplemental Material including handouts)

15. Summarize ways in which O&P professionals can contribute to areas of need. (Supplemental Material including handouts)

16. FINAL: Apply understanding of the entire course through a written final reflection discussion.

**Calendar**: (All items due at 7 PM CST on Thursday’s unless otherwise posted)

\*Subject to change, check for announcements regularly

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| **Week** | **Agenda** | **Assignment** | **Items Due** |
| 1 | Module 1 | SLO 1 | All Listed Items DUE Aug 29:  Syllabus Quiz 1  Discussion #1  Readings: Lusardi 1 |
| 2 | Module 2 | SLO 2 | All Listed Items DUE Aug 29:  Quiz 2  Discussion #2  Readings: Lusardi 1 |
| 3 | Module 3 | SLO 3 | All Listed Items DUE Sep 5:  Quiz 3  Discussion #3  Readings: Lusardi 1 and 2 |
| 4 | Module 4 | SLO 4 | All Listed Items DUE Sep 12:  Quiz 4  Discussion #4  Readings: Lusardi 1, 2, and 3 |
| 5 | Module 5 | SLO 5 | All Listed Items DUE Sep 19:  Quiz 5  Discussion #5  Readings: Lusardi 1, 2, and 3 |
| 6 | Module 6 | SLO 6 | All Listed Items DUE Sep 26:  Quiz 6  Discussion #6  Readings: Lusardi 3 |
| 7 | Module 7 | SLO 7 | All Listed Items DUE Oct 3:  Quiz 7  Discussion #7  Readings: Lusardi 4, 5, and 6 |

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| 8 | Module 8 | SLO 8 | All Listed Items QUIZ Oct 10:  Midterm Reflective Discussion/Quiz #8 |
| FALL BREAK Oct 10 – 11 | | | |
| 9 | Module 9 | SLO 9 | All Listed Items DUE Oct 17:  Quiz 9  Discussion #9  Readings: Lusardi 5 |
| 10 | Module 10 | SLO 10 | All Listed Items DUE Oct 24:  Quiz 10  Discussion #10  Readings: Lusardi 27, 30 |
| 11 | Module 11 | SLO 11 | All Listed Items DUE Oct 31:  Quiz 11  Discussion #11  Readings: Handouts |
| 12 | Module 12 | SLO 12 | All Listed Items DUE Nov 7:  Quiz 12  Discussion #12  Readings: Chapter 10, 28, and 29 |
| 13 | Module 13 | SLO 13 | All Listed Items DUE Nov 14:  Quiz 13  Discussion #13  Readings: Handouts |
| 14 | Module 14 | SLO 14 | All Listed Items DUE Nov 21:  Quiz 14  Discussion #14  Readings: Handouts |
| THANKSGIVING BREAK Nov 25 – 29 – NO CLASSES | | | |
| 15 | Module 15 | SLO 15 | All Listed Items DUE Dec 5:  Quiz 15  Discussion #15  Readings: Handouts |
| 16 | Module 16 | SLO 16 | All Listed Items DUE Dec 12:  Final Reflection (Discussion/Quiz #16) |

\*Quizzes will consist of 2 (two) attempts per quiz (time based on number of questions). Only the highest score will count towards your final grade.

\*All quizzes, assignments, and discussions will be due via Canvas at 7 PM CST on Thursdays of each week (unless otherwise stated).

\*Late submissions will suffer an automatic 20% deduction (max score can only be 80%) – plan if/when possible

**Important dates for FALL 2024:**

Aug 19 – Classes Begin

Aug 19 – Sep 9 - Resignation Fee, Dropping all courses during this period will result in a $100 resignation fee

Aug 23 – Last Day to Add Course

Aug 24 – Sep 9 – Drop course penalty days – Dropping a course during these days will result in a $100 Drop Fee per course dropped

Aug 30 – 10th Class Day – Last day to request a meal plan change

Sep 2 – Labor Day – No Classes

Sep 9 – 15th Class Day – Last day to drop from course with no grade assignment. Last day for potential tuition refund for dropped classes

Oct 7 – Early Alert/Mid-Term Grade Deadline

Oct 8 – Mid Semester – 36th Class Day

Oct 10 – 11 Fall Break (Midterm still due that week, complete by Wednesday Oct 9th if you want to enjoy your break on the 10th – 11th)

Oct 17 – 41st Class Day – Student deadline for request to move finals to Associate Deans

Nov 22 – Last Day to Withdraw – Last day to withdraw from course with no grade penalty. “W” assigned.

Nov 25 – 29 – Thanksgiving Holiday – No Classes

Dec 6 – Classes End

Dec 7 – 8 – Study/Reading Days

Dec 9 – 13 – Final Exam Period

Dec 14 – Commencement

Refer to the Auburn Academic Calendar for further details:

<https://bulletin.auburn.edu/generalinformation/auburnuniversitycalendar/#underGradCal>

**Tips for Success:**

* Complete all assignments in a timely manner, look at your schedule ahead of time to plan out when you can set time aside to complete the necessary requirements on a weekly basis.
* **This is an asynchronous class; however modules will be open with items due on a weekly basis.**
* **Treat this course as a weekly course to help prevent burnout, cramming, and potentially running out of time if waiting to complete assignments last minute before they are due.**
* Make sure you click “Save” when submitting work, ultimately, it is your responsibility as a student to ensure your work is complete and submitted. Check to make sure you successfully “Submit” your work (Ensure you have internet connection when completing or submitting your work).
* Life happens, we all have emergencies, try your best to avoid delays or missed opportunities to complete your work. Stay ahead so that if life happens, you don’t have this to worry about.
* Want to have a more engaging environment? Reply to your classmates!
* Most importantly…HAVE FUN LEARNING SOMETHING NEW!

**Course Evaluation:**

**Grading and Evaluation Procedures:**

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| --- | --- |
| **Letter Grade** | **Percent Scale** |
| *A* | 90-100% |
| *B* | 80-89.4% |
| *C* | 70-79.4% |
| *D* | 60-69.4% |
| *F* | ≤ 59 % |

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| --- | --- | --- | --- | --- |
| **Assignments** | **Number of Assignments** | **Points Per Item** | **Total Points per Category** | **% Of Total Grade (This course will use weighted categories)** |
| *Course Syllabus Quiz* | 1 | 1 | 20 | 10% |
| *Regular Quizzes* | 14 | 1 | TBD | 20% |
| *Discussions* | 14 | 1 | 14 | 20% |
| *Class Virtual Meeting* | 1 | 1 | 1 | 10% |
| *Midterm Reflection* | 1 | 1 | 7 | 20% |
| *Final Reflection* | 1 | 1 | 10 | 20% |
| *Total:* | | | | 100% |

\*Late assignments will automatically suffer a 20% penalty per assignment. Assignments that are turned in or completed more than 1 week past the original due date will count as a zero in the gradebook.

*Course Syllabus Quiz:*

* Review the syllabus and watch the introduction lecture then complete the multiple-choice quiz.

*Regular Weekly Quizzes:*

* 14 total timed quizzes that will consist of multiple choice and/or True/False. All quiz questions will be related to its respective module.
* 2 attempts per quiz but only the highest grade will be recorded (\*Treat one as a pre-quiz to help you learn as you go through the respective module).

*Regular Weekly Online Discussions:*

* 14 online discussions with instructions and rubric that will be provided via Canvas. In order to get full credit, if your instructor or other classmate(s) ask any follow-up or clarification questions to your original post, you must reply (this is no different than if we met in person and your instructor asked a follow-up question to your original answer).

*Class Virtual Meeting:*

* To create a more engaging environment for this online asynchronous course, we will have 3 available options for you to register for an online virtual meeting. Each option will have a maximum cap of 10 slots, sign-up is important and attendance is only required for ONE of them. IF you miss your sign-up and delay to the last available slot, you may or may not get lucky with availability. Therefore, sign-ups are required and it is your responsibility to let your instructor know of any potential roadblocks or conflicts. Further details for expectations can be found on Canvas under “Assignments”.
* The times and dates for this assignment will depend on the availability which is dependent on your answer during your syllabus quiz answer.

*Midterm Reflection Exam:*

* This will be a discussion/quiz assignment (#8), read the prompt and answer the questions based on your own understanding and experience.

*Final Exam:*

* This will be a discussion/quiz assignment (#16), read the prompt and answer the questions based on your own understanding and experience.

\*NO extra credit will be provided for this course of any form. This is an asynchronous course which means that you can proceed at your own pace, life happens, we can’t always plan for emergencies…however, if you are diligent and work ahead, this should be a breeze. If you wait until the last-minute, things that prevent you completing your work on time are likely to happen…stay diligent!

\*Successful people do the small things. Take ownership and follow the process.

**Participation/Attendance:**

Students are expected to participate in all on-line discussions and postings. It is the student’s responsibility to contact the instructor, prior to missing an assignment, if an illness or emergency requires the student to miss quiz or assignment due dates. Any missed work requires a University approved excuse and MUST be made up within 5 days.

* If you find yourself busy with other commitments that might interfere with assignments, work ahead of time, avoid the grade penalty!

Please refer to Auburn University Student Policy eHandbook: [Student Policies Handbook](http://www.auburn.edu/studentpolicies) for more information on excused absences.

**Questions/help:**

Students are encouraged to ask questions and seek help on a regular basis as needed. Please do not wait until the day before an exam or quiz is due. Your instructor may not be able to answer last minute question immediately. The goal is to keep up and enjoy the material! I will make every attempt to respond to emails quickly, however, please do not assume that you will receive an immediate response. If you email on the weekend, please understand that the professor may not respond until Monday unless there is an emergency.

* Tips on how to email your instructor:
  + Subject line
    - Student Last name – Class – Subject
      * i.e. Vazquez – KINE 4970 Intro to O and P – Grades Question Etc.
  + Greeting
    - Address by title or preferred name
      * i.e. Dear Mr. Vazquez,
  + Body
    - Brief and simple, to the point
  + Closing
    - End respectfully
  + Signature
    - End it with professionalism!
      * i.e. Sincerely, Respectfully, Thanks, etc.

**Canvas Grades:**

Please note that in the “Grades” section of Canvas. The default setting does NOT calculate the quizzes you miss as “0” in the gradebook. This produces a grade that may not reflect your work in the course. Please be advised that this is a PERSONAL SETTING on Canvas. It is your responsibility to know your current grade in the course. Grade changes will NOT be considered in the case of misunderstanding between the “Canvas” reported score and your “true” score in the course. It is the student’s responsibility to check their grades regularly and contact the instructor if this is a discrepancy.

**Classroom Policies**

* **Policies on Class Attendance, Submission of Late Written Assignments, Missed In-Class Work and Missed Examinations:**
  + **Excused Absences:** Students are granted excused absences from class for the following reasons: Illness of the student or serious illness of a member of the student’s immediate family, death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for University classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance and religious holidays. Students who wish to have an excused absence from this class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required.
  + **Make-Up Policy:** Arrangements to make up missed major examination (e.g. hour exams, mid-term exams) due to properly authorized excused absences. Except in unusual circumstances, such as continued absence of the student or the advent of University holidays, a make-up exam will take place within two weeks from the time the student initiates arrangements for it. Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins. The format of the make-up exam will be (as specific by the instructor).
  + A statement assuring students of your willingness to comply with the provisions of the Americans with Disabilities Act:   
    Students who need accommodations should submit their approved accommodations through the AIM Student Portal on AU Access and follow-up with the instructor about an appointment. It is important for the student to complete these steps as soon as possible; accommodations are not retroactive. Students who have not established accommodations through the Office of Accessibility, but need accommodations, should contact the Office of Accessibility at: [ACCESSIBILITY@auburn.edu](mailto:ACCESSIBILITY@auburn.edu) or [(334) 844-2096](tel:(334)844-2096) (V/TT). The Office of Accessibility is located in Haley Center 1228.
  + A statement concerning Academic Honesty: All portions of the Auburn University Student Academic Honesty code (Title XII) found in the [Student Policy eHandbookLinks to an external site.](http://www.auburn.edu/student_info/student_policies/) will apply to this class. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.
  + A statement concerning Classroom Behavior: The Auburn University Classroom Behavior Policy is strictly followed in the course; please refer to the [Student Policy eHandbookLinks to an external site.](http://www.auburn.edu/student_info/student_policies/) for details of this policy.
  + An Emergency Contingency statement: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.
  + For Core Curriculum courses, you must also include a statement about the Early Alert Grade Requirement: Early Alert Grade: You will receive an “Early Alert Grade” one week prior to midterm (31st class day). The Early Alert Grade represents your current performance on class work graded at that point in the semester. If your Early Alert Grade is a “D,” “F,” or “FA,” you will receive an email from the AU Retention Coordinator. Early Alert Grades can be viewed by logging into AU Access, opening the “tiger i” tab, selecting “Student Records” and opening the “Midterm Grades” window from the drop down box. If the grade appears inaccurate, please contact the instructor.

**Tentative 15-week Schedule:**

* Due dates for reading assignments with a reminder that readings should be completed before the class discussion or lecture about them.
* Due dates for written work, including exams, papers, projects, and other assignments. Exams should not be scheduled during the final three class days of the semester, nor should major papers be due so late in the semester that they cannot be returned to students by the last day of class.
* The University-established date and time for the final examination. Do not schedule final exams on the last day of the semester or on Study Days (Dead Days). Be sure to follow all University policies about rescheduling final exams, if rescheduling is necessary.

**AI Policy: Permitted when Assigned in this Course with Attribution**

* In this course, students are permitted to use Generative AI Tools such as ChatGPT for specific assignments, as designated by the instructor. To maintain academic integrity, students must disclose any use of AI-generated material. As always, students must properly use attributions, including in-text citations, quotations, and references. Students should exercise caution and avoid sharing any sensitive or private information when using these tools. Examples of such information include personally identifiable information (PII), protected health information (PHI), financial data, intellectual property (IP), and any other data that might be legally protected.
* A student should include the following statement in assignments to indicate use of a Generative AI Tool: “The author(s) would like to acknowledge the use of [Generative AI Tool Name], a language model developed by [Generative AI Tool Provider], in the preparation of this assignment. The [Generative AI Tool Name] was used in the following way(s) in this assignment [e.g., brainstorming, grammatical correction, citation, which portion of the assignment].”

**Disability Accommodations:**

"Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT)."

**Mental Health**

If you are experiencing stress that feels unmanageable (personal or academic) during the semester, Auburn University’s Student Counseling & Psychological Services (SCPS) offers a variety of services to support you. The mission of SCPS is to provide comprehensive preventative and clinical mental health services to enhance the psychological well-being of individual students, as well as the broader campus culture. As an instructor, I am available to speak with you regarding stresses related to your work in this course, and I can assist in connecting you with the SCPS network of care. You can schedule an appointment yourself with the SCPS by calling [(334)844-5123](tel:+13348445123) or by stopping by their offices on the bottom floor of Haley Center or the second floor of the [Auburn University Medical Clinic.Links to an external site.](http://auburn.edu/map/?id=150)

If you or someone you know needs to speak with a professional counselor immediately, the SCPS offers counseling during both summer term as well as the traditional academic year. Students may come directly to the SCPS and be seen by the counselor on call, or you may call [334.844.5123](tel:+13348445123) to speak with someone. Additional information can be found at [https://scps.auburn.edu/Links to an external site.](https://scps.auburn.edu/)

**Basic Needs**

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course or others is urged to contact Auburn’s Basic Needs Center for support at [https://aub.ie/basicneedsLinks to an external site.](https://aub.ie/basicneeds). Furthermore, please notify the professor if you are comfortable in doing so as this will allow the faculty member to connect you with any other known resources.

**Honesty Code:**

The University Academic Honesty Code and the Student Policy eHandbook regulations pertaining to cheating will apply to this class. All portions of the Auburn University student academic honesty code (Title XII) found in the Auburn University Student Policy eHandbook [Student Policies Handbook](http://www.auburn.edu/studentpolicies) will apply to this class. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee. This is especially important in an on-line course. Please remember the idea is to learn the material so that it will help you in your future careers. If you don’t put an honest effort into this the course will be of no use to you.

**Sexual Misconduct Resources Statement**

Auburn University faculty are committed to supporting our students and upholding gender equity laws as outlined by Title IX. Please be aware that if you choose to confide in a faculty member regarding an issue of sexual misconduct, dating violence, or stalking, we are obligated to inform the Title IX Office, who can assist you with filing a formal complaint, No-Contact Directives, and obtaining supportive measures. Find more information at auburn.edu/titleix.

If you would like to speak with someone confidentially, Safe Harbor (334-844-7233) and Student Counseling & Psychological Services (334-844-5123) are both confidential resources. Safe Harbor provides support to students who have experienced sexual or relationship violence by connecting them with academic, medical, mental health, and safety resources. For additional information, visit auburn.edu/safeharbor.

Guidance on 2024 Ala. 34 (SB129)

Auburn University intends to act consistently with applicable state and federal law. At the Biggio Center, our intent is to be responsive to faculty requests for guidance on how to ensure syllabuses are consistent with [2024 Ala. 34 (SB129)Links to an external site.](https://alison.legislature.state.al.us/files/pdf/SearchableInstruments/2024RS/SB129-enr.pdf). The following principles should be followed:

1. Diversity Statements should not be included in a syllabus.  (See 2024 Ala. 34 Sec. 2(6).)
2. An exception to this guidance exists when a Diversity Statement is required in furtherance of satisfying any accreditation standard or requirement.  (See 2024 Ala. 34 Sec. 4(3)(a).) In that case, the Diversity Statement should include a specific reference to the applicable accreditation standard.
3. Nothing in this guidance is intended to prevent faculty from setting classroom behavior expectations intended to protect First Amendment rights, intellectual diversity, and/or free expression (see 2024 Ala. 34 Sec. 4(9)).

**Course Evaluations:**

Students are requested to complete the online course evaluation through the AU eValuate system available through the “Students” tab on the Auburn University main page or through AUAccess. Completing these evaluations are very important to improving the quality of the class.

**Professionalism:**

As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

1. Behave and communicate professionally on-line and in any postings. Unprofessional postings will result in the removal of this privilege and the inability to gain points. Additionally, you may be removed from this course for unprofessional conduct.
2. Remember that postings may be misinterpreted, and not to post responses when you are angry. \*This applies for all email correspondence with classmates and the instructor.
3. Remember all your discussions are public; it’s easy to forget this in chat rooms or on the discussion board.
4. If you find a posting that you find offensive or inappropriate, please notify the instructor immediately.
5. Please include a salutation and sign all emails, just as you would a letter.
6. Do not use texting abbreviations in postings or emails.
7. Engage in responsible and ethical professional practice
8. Contribute to collaborative learning communities
9. Demonstrate a commitment to diversity
10. Model and nurture intellectual vitality

**Bias, Incidents, Concerns, or Complaints:**

Auburn has several resources to help you and your classmates if you are experiencing problems.  You can find more information at Auburn Cares.

**Auburn Cares:**

[http://aucares.auburn.edu/Links to an external site.](https://nam11.safelinks.protection.outlook.com/?url=http%3A%2F%2Faucares.auburn.edu%2F&data=05%7C01%7Cazv0001%40auburn.edu%7Cfaf88f9f093741e1700b08db9e6f9e2e%7Cccb6deedbd294b388979d72780f62d3b%7C1%7C0%7C638277974455034023%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=dKuTVF1LsowGdpkcl%2BBezILNXecJZTQ8DzRMc%2BrAJqY%3D&reserved=0)

**Auburn Cares FAQ:**

[http://aucares.auburn.edu/frequently-asked-questions/Links to an external site.](https://nam11.safelinks.protection.outlook.com/?url=http%3A%2F%2Faucares.auburn.edu%2Ffrequently-asked-questions%2F&data=05%7C01%7Cazv0001%40auburn.edu%7Cfaf88f9f093741e1700b08db9e6f9e2e%7Cccb6deedbd294b388979d72780f62d3b%7C1%7C0%7C638277974455190279%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=Rk5ewmS9W9frYA616Ep7yT6P6QZaEzTbgiwr8I7uzXQ%3D&reserved=0)

 For information about reporting concerning or worrisome behavior, a student conduct violation, hazing, crimes, or academic, non-academic, or general complaints, please visit [https://studentaffairs.auburn.edu/complaint-concern/Links to an external site.](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fstudentaffairs.auburn.edu%2Fcomplaint-concern%2F&data=05%7C01%7Cazv0001%40auburn.edu%7Cfaf88f9f093741e1700b08db9e6f9e2e%7Cccb6deedbd294b388979d72780f62d3b%7C1%7C0%7C638277974455190279%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=wJzQQl%2B7CjZH5Kxc%2B4AYU3jMIAI8wJThdFSPdiTfs9A%3D&reserved=0).

Regarding bias, Auburn University values freedom of expression and the open exchange of ideas. While openness protects the expression of controversial ideas, there are times when actions or expression can negatively affect individuals or groups. A bias-related incident involves conduct (acts, behaviors, or communications) against a person, motivated by the offender’s biases regarding age, disability, ethnicity, gender, gender identity/expression, nation origin/nationality, race, religion, sex, sexual orientation, veteran status or other identity. These acts, behaviors, conduct or communications may produce an unwelcoming environment. A bias incident may involve behavior which does not rise to the level of a violation of Auburn University policy, including legally protected free speech.

The Bias Education and Response Team (BERT) consists of a cross-disciplinary group of staff and faculty who will ensure that students, faculty, and staff have the means to report bias incidents. This group of professionals share information about incidents reported to the BERT, and advocate for prevention and awareness programs. BERT members will also connect those impacted by bias-related incidents with immediate and ongoing support resources. Students can report a bias incident at [https://studentaffairs.auburn.edu/bert/Links to an external site.](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fstudentaffairs.auburn.edu%2Fbert%2F&data=05%7C01%7Cazv0001%40auburn.edu%7Cfaf88f9f093741e1700b08db9e6f9e2e%7Cccb6deedbd294b388979d72780f62d3b%7C1%7C0%7C638277974455190279%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=jQ2ev54m6sZuLiJO0KMtWfZ2WaMgfmQCBJlNyobcuWw%3D&reserved=0).