



SENATE COMMITTEE ON CURRICULAR AFFAIRS
COURSE SUBMISSION AND CONSULTATION FORM

Principal Faculty Member(s) Proposing Course

Name	User ID	College	Department
LEANA TOPPER	lvm12	Science (SC)	Not Available
AUGUSTUS COLANGELO	AXC31	Business (BA)	Not Available
JENNIFER A. GRUBER	jag60	Capital College (CA)	Not Available

Academic Home: Science (SC)

Type of Proposal: Add Change Drop

Course Designation

(BIOL 125N) Society and Disease Management

Course Information

Cross-Listed Courses:

Prerequisites:

Corequisites:

Concurrents:

Recommended Preparations:

2nd Semester standing

Abbreviated Title: Society & Disease
Discipline: General Education
Course Listing: Inter-Domain

Special categories for Undergraduate (001-499) courses

Foundations

- Writing/Speaking (GWS)
- Quantification (GQ)

Knowledge Domains

- Health & Wellness (GHW)
- Natural Sciences (GN)
- Arts (GA)
- Humanities (GH)
- Social and Behavioral Sciences (GS)

Additional Designations

- Bachelor of Arts
- International Cultures (IL)
- United States Cultures (US)
- Honors Course
- Common course number - x94, x95, x96, x97, x99
- Writing Across the Curriculum

First-Year Engagement Program

First-Year Seminar

Miscellaneous

Common Course

GE Learning Objectives

GenEd Learning Objective: Effective Communication

GenEd Learning Objective: Creative Thinking

GenEd Learning Objective: Crit & Analytical Think

GenEd Learning Objective: Global Learning

GenEd Learning Objective: Integrative Thinking

GenEd Learning Objective: Key Literacies

GenEd Learning Objective: Soc Resp & Ethic Reason

Bulletin Listing

Minimum Credits: 3
Maximum Credits: 3
Repeatable: NO
Department with Curricular Responsibility: Biology (UPSC_BIOL)
Effective Semester: FA 2018
Travel Component: NO

Course Outline

A brief outline or overview of the course content:

This course includes the biological topics of the human immune system, vaccines, antibiotics, and drug-resistance of pathogens. Students will examine the biology and epidemiology of several specific viral-, bacterial-, and protist-mediated diseases. For each disease, a historical consideration of pathology and cultural customs relating to the disease will be followed by an inspection of this disease in the modern day, ending with an analysis of possible future eradication plans. This course will emphasize the societal and cultural approaches to controlling disease within the US and international communities. Also integrated is an overview of the US health system, insurance programs, and access to medical treatment at various socio-economic levels. The successes of various public and private philanthropic efforts will also be discussed.

A listing of the major topics to be covered with an approximate length of time allotted for their discussion:

Introduction to course, terms, global goals (1 week)
Basics of the human immune system (1 week)
Viral diseases, treatments & issues, intro to vaccines (2 weeks)
The Anti-vaccine movement (1 week)
Bacterial diseases, treatments & issues, intro to antibiotics (2 weeks)
Antibiotics classification, resistance (1 week)
American Healthcare, insurance, the uninsured, the underserved (2 weeks)
Malaria epidemiology and biotechnology (2 weeks)
People and organizations making a difference (2 weeks)
Awareness campaign poster or pamphlet (1 week)

Course Description:

Society and Disease Management is an interdisciplinary general education course to educate students in the biological mechanisms of diseases, treatment of individual patients, and how disease burden is managed within communities. In addition to studying how infectious diseases spread through populations, societal impacts and global health approaches to managing disease interventions will be examined. Foundations of this course include the basics of the human immune system, development of vaccines and antibiotics, emergence of drug resistant diseases, as well as applications from economics, systems theory, and health policy. Specific diseases will be examined within a historical context leading to a survey of present day concerns relating to treatments, and then explore issues regarding future methods to control or eradicate disease. This longitudinal approach will provide students with a full awareness of disease management from its beginnings, to both early and modern treatment methods, culminating in how to potentially combat a disease using advances in genomic medicine and biotechnology all within the cultural framework of a community.

The name(s) of the faculty member(s) responsible for the development of the course:

1 Name: AUGUSTUS COLANGELO (AXC31)

Title:

Phone:

Address:

Campus: UP

City:

Fax:

Name: JENNIFER A. GRUBER (jag60)

Title:

Phone:

Address:

Campus: HB

City:

Fax:

Name: LEANA TOPPER (lvm12)

Title:

Phone:

Address:

Campus: UP

City:

Fax:

Course Justification

Instructional, Educational, and Course Objectives:

This section should define what the student is expected to learn and what skills the student will develop.

LEARNING OBJECTIVES

By the end of this course, students should have gained sufficient knowledge to:

- (1) Explain the biological mechanisms by which humans respond to pathogens (bacteria, virus, protist) and typical treatment regimens
- (2) Summarize the historical and cultural context relating to the development and use of vaccines and of antibiotics
- (3) Identify the most pressing health issues related to human diseases around the globe and evaluate these issues from cultural and economic viewpoints.
- (4) Assess the present economic and cultural issues related to public health management strategies including plausible frameworks for disease prevention or containment
- (5) Read and evaluate popular scientific, economic, cultural, and news articles to make informed decisions relating to their personal health and health of the larger community

Evaluation Methods:

Include a statement that explains how the achievement of the educational objective identified above will be assessed.

The procedures for determining students' grades should be specifically identified.

Class participation (20%)

Case studies (15%)

Interactive web exercises (10%)

Reflection/Reaction papers (20%)

Group presentations (15%)

Awareness campaign poster (15%)

Portfolio (5%)

Relationship/Linkage of Course to Other Courses:

This statement should relate the course to existing or proposed new courses. It should provide a rationale for the level of instruction, for any prerequisites that may be specified, or for the course's role as a prerequisite for other courses.

BIOL 125N is intended for any student with an interest in population-based health management. Although this course is not formally linked to any other courses, there are some topics of BIOL 125N which relate to those described in the Bulletin including: BISC 4 Human Body: Form and Function; BIOL 497 Biology of Human Infectious Diseases; BBH 119 Behavior, Health, and Disease; BB H 305 Introduction to Global Health Issues; BB H 407 Global Health Equity; BB H 440 Principles of Epidemiology; BBH 452 Women's Health Issues; HIST 123 History of Science II; HIST 124 History of Western Medicine; HIST 469 Drugs and Drug Policy in the US; HPA 57 Consumer Choices in Health Care; HPA 101 Introduction to Health Services Organization; HPA 210 Health Care Payment; HPA 311 Population Health and Healthcare; HPA 310 Health Care and Medical Needs; MICRB 106 Elementary Microbiology; VBSC 130 Understanding Human Disease; VBSC 211 The Immune System and Disease. The level of instruction is appropriate for 100-level teaching. Due to the expected intensity of class participation and comprehensive thinking, it is suggested that students have completed one semester of college courses prior to enrollment in this course.

Relationship of Course to Major, Option, Minor, or General Education:

This statement should explain how the course will contribute to the major, option, or minor and indicate how it may function as a service course for other departments.

This course is a new integrative-studies general education course that could be a general social science (GS) course for a student of any major or a general science (GN) course for any non-science major. It could serve as a supporting course for a variety of majors and minors including Biobehavioral Health, Global Health, Health Policy Administration, Biological Engineering, Supply Chain and Info Sciences, Business Management Option, Political Science, and Sociology.

A description of any special facilities:

No special facilities are utilized in this course.

Frequency of Offering and Enrollment:

We would like to offer this course fall and spring terms as a resident course and all terms as a World Campus course. Course enrollment does not necessarily need to be limited; however, a smaller group of 30 or fewer would likely enhance the experience for students due to the high level of class participation expected at all class meetings. This course is being developed for both resident and online delivery with all materials freely available via open educational resources.

Alignment with General Education Objectives

EFFECTIVE COMMUNICATION – the ability to exchange information and ideas in oral, written, and visual form in ways that allow for informed and persuasive discourse that builds trust and respect among those engaged in that exchange, and helps create environments where creative ideas and problem-solving flourish.

KEY LITERACIES – the ability to identify, interpret, create, communicate and compute using materials in a variety of media and contexts. Literacy acquired in multiple areas, such as textual, quantitative, information/technology, health, intercultural, historical, aesthetic, linguistic (world languages), and scientific, enables individuals to achieve their goals, to develop their knowledge and potential, to lead healthy and productive lives, and to participate fully in their community and wider society.

CRITICAL AND ANALYTICAL THINKING – the habit of mind characterized by comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating a conclusion. It is the intellectually disciplined process of conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.

INTEGRATIVE THINKING – the ability to synthesize knowledge across multiple domains, modes of inquiry, historical periods, and perspectives, as well as the ability to identify linkages between existing knowledge and new information. Individuals who engage in integrative thinking are able to transfer knowledge within and beyond their current contexts.

CREATIVE THINKING – the capacity to synthesize existing ideas, images, or expertise in original ways and the experience of performing, making, thinking, or acting in an imaginative way that may be characterized by innovation, divergent thinking, and intellectual risk taking.

GLOBAL LEARNING – the intellectually disciplined abilities to analyze similarities and differences among cultures; evaluate natural, physical, social, cultural, historical, and economic legacies and hierarchies; and engage as community members and leaders who will continue to deal with the intricacies of an ever-changing world. Individuals should acquire the ability to analyze power; identify and critique interdependent global, regional, and local cultures and systems; and evaluate the implications for people's lives.

SOCIAL RESPONSIBILITY AND ETHICAL REASONING – the ability to assess one's own values within the social context of problems, recognize ethical issues in a variety of settings, describe how different perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Individuals should acquire the self-knowledge and leadership skills needed to play a role in creating and maintaining healthy, civil, safe, and thriving communities.

What component(s) of the course will help students achieve the General Education Learning Objectives covered in the course? Provide evidence that students in the course have adequate opportunities to achieve the identified learning objectives.

INTEGRATIVE THINKING

BIOL 125N includes the biological topics of the human immune system, vaccines, antibiotics, and drug-resistance in organisms. Students will examine the biology and epidemiology of several specific viral-, bacterial-, and protist-mediated diseases. For each disease, a historical consideration of pathology and cultural customs relating to the disease will be followed by an examination of this disease in the modern day, ending with an analysis of possible future eradication plans.

GLOBAL LEARNING

BIOL 125N will emphasize the societal and cultural approaches to controlling disease within the US and international communities. Also integrated is an overview of the US and, where applicable, international health systems, insurance programs, and access to medical treatment at various socio-economic levels. A comparison of health care access and practices among urban and rural areas in developed and developing nations will also be surveyed.

SOCIAL RESPONSIBILITY AND ETHICAL REASONING

BIOL 125N will begin with an examination of the Global Goals for Sustainable Development and view disease management through the lenses of several popular philosophical schools of thought including John Rawls, John Stuart Mill, and Immanuel Kant. Students will examine the success of health care based on their own experiences and what they gather from others. Students will research collected data on success/failure rates of disease management and health care systems, survey how cultural practices relate to the success and failure of managing disease burden within a community and how this affects global health of all. The successes of various public and private philanthropic efforts will also be discussed.

How will students be assessed to determine their attainment of the Learning Objective(s) of General Education covered in this course? This assessment must be included as a portion of the student's overall performance in this course.

To assess INTEGRATIVE THINKING students will write, reaction papers, reflection papers, and lead group discussions based on the historical and present day epidemiology and society management of specific diseases. These writings and discussions will then be the foundation of a group project where students develop a potential eradication plan for a modern disease within a specified community.

To assess GLOBAL LEARNING students will complete various case studies on specific international diseases such as HIV, Zika, tuberculosis, and malaria. These case studies include how local ecology and cultural practices affect spread of disease, give students opportunities for analysis of data, and assess the measures taken to treat patients and prevent spread of a disease.

To assess SOCIAL RESPONSIBILITY AND ETHICAL REASONING students will be required to participate in daily discussions surrounding the many challenging and debatable topics within this course material. Ultimately, students will create a poster, video, pamphlet, or powerpoint show as part of an awareness campaign that would encourage a change in behavior or attitude of within a specific community toward a medical procedure, insurance practice, societal custom, or government restructuring with the goal of

General Education Domain Criteria

General Education Designation: Inter-Domain

GN Criteria

- Explain the methods of inquiry in the natural science fields and describe how the contributions of these fields complement inquiry in other areas
- Construct evidence-based explanations of natural phenomena
- Demonstrate informed understandings of scientific claims and their applications
- Evaluate the quality of the data, methods, and inferences used to generate scientific knowledge
- Identify societal or philosophical implications of discoveries in the natural sciences, as well as their potential to address contemporary problems

What components of the course will help students achieve the domain criteria selected above?

Students participating in BIOL 125N will have the opportunity to examine how the human body responds to invading disease pathogens, how vaccines are produced, and how pathogens become resistant to drugs through short lectures with companion worksheets, online videos, and interactive web activities. Students will read articles and watch videos relating to historical evidence of disease, how tracking of specific pathogens was accomplished and can be traced today through genome sequencing. Students will compare ancient and modern diseases that plague humans then consider effectiveness of historical and modern treatments. Students will be exposed to a variety of biological concepts and methodologies through case studies followed by small and large group collective considerations to gauge the efficacy of these methods utilized. For specific disease eradication plans, individual reflection papers will be submitted which take into account the validity of the measures taken, indicate whether or not methods were aimed at the proper level and audience, and offer suggestions as to what could have been done differently to affect the outcome of the disease containment effort. Students will then mutually develop containment or eradication plans for present day diseases that affect global society.

GS Criteria

- Explain the various methods of inquiry used in the social and behavioral sciences and describe how the contributions of these fields complement inquiry in other areas
- Identify and explain major foundational theories and bodies of work in a particular area of social and behavioral sciences
- Describe the ways in which many different factors may interact to influence behaviors and/or institutions in historical or contemporary settings
- Explain how social and behavioral science researchers use concepts, theoretical models and data to better understand and address world problems
- Recognize social, cultural, political and/or ethical implications of work in the social and behavioral sciences

What components of the course will help students achieve the domain criteria selected above?

Students will examine health care and disease management efforts through the lenses of several philosophical leaders including John Rawls, Immanuel Kant, and John Stuart Mill. We will examine how disease burden is carried within a community based on social beliefs and religious practices. Students will read and discuss articles which investigate how infrastructure and funding through insurance or government programs affects access to medical care. Both the role of government in providing assistance to patients and control of resources affecting ability to carry out eradication programs will be explored through reaction papers, case studies, and group presentations. Students will identify social and philosophical connotations relating to disease management decisions in all course activities.

Integrative Studies

Explain how the intellectual frameworks and methodologies of the two Knowledge Domains will be explicitly addressed in the course and practiced by the students.

BIOL 125N topics combine historical context, scientific approaches, and the economics of public health advances; given the global nature of disease occurrence in human populations, public health and individual treatment decisions may be based on a combination of historical norms, treatment practicalities, and economic efficacies. Students will examine several infectious diseases that affect humans around the globe. For each disease the biological mechanism, pathology, and epidemiology will be examined along with the cultural aspects and community infrastructure and their relation to promote or prevent spread of disease. Special focus will be applied to modern antibiotic resistance, immunizations and the anti-vaccine movement, and economical approaches to optimal treatment deployments. Students will convey their knowledge via discussion sessions and short reaction/reflection writings that will be collected into a portfolio. At the end of the course, student will submit a summary of answers to the following questions in their portfolio:

What are the three major or most important things I have learned in this course?

Has this course experienced altered by view of medicine, patient treatment, access to health care, or international health care?

Has the experience motivated me to consider a career in any of the fields that would contribute to global health and disease management?

Demonstrate that each of the two domains will receive approximately equal attention, providing evidence from course topics, assignments, or other course components, and that students will integrate material from both domains.

This course is designed around modules based on types of disease pathogens. Each course module has been designed to give approximately equal attention to both scientific and social science topics. Course material and assignments have been designed around active learning approaches wherein students explore historical and social contexts of disease outbreaks, the biological

mechanisms by which humans respond to disease, and the ecological contexts and economic factors that govern public health decisions. Given the nature of the course goals, no discussion, research paper, or group presentation would be adequately completed without a combination of both domain methodologies.

Briefly explain the staffing plan. Given that each Inter-Domain course is approved for two Knowledge Domains, it will be taught by an instructor (or instructional team) with appropriate expertise in both domains.

The biological content of this course is being developed by Leana Topper and Jen Gruber. Leana Topper holds a faculty position in the Biology Department within the Eberly College of Science. She has extensive knowledge of cell biology which includes how cells respond to infection and how the immune system responds to pathogens. Jen Gruber holds a teaching position at the Harrisburg Campus and possesses an excellent knowledge base of human physiology and diseases. Gus Colangelo is the Former Associate Dean for Undergraduate Education in the Smeal College of Business who has a wealth of expertise in management, public policy, and economics. When the course is offered as a resident instruction class at UP, Gus and Leana will co-teach the class. When it is offered via World Campus, it will be led by Jen and Leana. However, we have cooperated to build this course to be taught by nearly any instructor in a science or health-related field.

Describe the assessments that will be used to determine students' ability to apply integrative thinking.

Integrative learning will be assessed through problem sets, discussion forums, case study analyses, disease outbreak modeling, and short writings such as reflection/reaction papers. The course will also include a research paper wherein students must describe the important aspects of a pathogen that was not used as model in the course and discuss its history, transmission, symptoms, treatment options, and possible containment within a viable economic setting. An alternative to the research paper is an awareness campaign project where students will create a poster, pamphlet, or video to encourage a change in behavior or attitude toward a new program or procedure related to a disease within a community. Ultimately, students will show that they recall historical data, cultural information, and biological principles within a socio-economic framework thus integrating their knowledge bases to solve problems.

Campuses That Have Offered () Over The Past 4 Years

semester	AB	AL	BK	BR	BW	CR	DS	ER	FE	GA	GV	HB	HN	HY	LV	MA	NK	PC	SH	SL	UP	WB	WC	WS	XC	XP	XS	YK
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UPLOADED DOCUMENTS FOLLOW:

IS 93 SOCIETY AND DISEASE MANAGEMENT

3 Credits/Units

Recommended Preparation: 2nd semester standing

Course Attributes /Designations: GN/GS

General Education Learning Objectives

GenEd LO: Global Learning

GenEd LO: Integrative Thinking

GenEd LO: Soc Resp & Ethic Reason

COURSE DESCRIPTION

Society and Global Disease Management is a new interdisciplinary general education course to educate students in the biological mechanisms of diseases and how disease burden is managed in communities. In addition to studying how infectious diseases spread through populations, societal impacts and global health approaches to managing disease interventions will be examined. Class foundations include applications from economics, systems theory, and health policy. Classes will be dynamic, discussion-based, and centered on building critical thinking skills. Assessments include reflection papers, case studies, and group problem solving projects.

LEARNING OBJECTIVES

By the end of this course, students should have gained sufficient knowledge to:

- (1) Explain the biological mechanisms by which humans respond to pathogens (bacteria, virus, protist) and typical treatment regimens
- (2) Summarize the historical and cultural context relating to the development and use of vaccines and of antibiotics
- (3) Identify the most pressing health issues related to human diseases around the globe and evaluate these issues from cultural and economic viewpoints.
- (4) Assess the present economic and cultural issues related to public health management strategies including plausible frameworks for disease prevention or containment
- (5) Read and evaluate popular scientific, economic, cultural, and news articles to make informed decisions relating to their personal health and health of the larger community

COURSE CONTENT

Week 1

Introduction to course: discuss the terms management and leadership and where each of these leads one to focus—the bottom line or the horizon, respectively; discuss the Global Goals website and its possible realities. Are we morally obligated to be optimistic? How do philosophy, political theory, and systems theory fit into the practice of cultural disease management?

Week 2

Basics of the human immune system—innate, adaptive, and passive immunity; the 10 oldest known human diseases, false remedies of the past and present

Week 3-4

Viral diseases – Smallpox as the story of success, explore viruses, vaccination production, vaccination rates in the US, Vaccination myths, MMR vaccine case study, past and present influenza outbreaks, HIV, Ebola, Zika, HIV treatment exercise, are we ready for future viral outbreaks?

Week 5-6

Bacterial diseases –Introduction to historical evidence of bacterial disease in humans, social and economic issues relating to Black Death, tuberculosis, and cholera, bacterial vaccines, future concerns about bacterial diseases

Week 7

Antibiotics – Classification, how they work, antibacterial resistance, TB case study

Week 8

The Anti-vaccine movement – national and international

Week 9-10

American Healthcare – Overview, why is it so expensive, the uninsured, the underserved, express service locations

Week 11

Malaria – History, treatment, epidemiology, vaccines, gene drive system for mosquito eradication

Week 12

People and organizations making a difference

Week 13

Projects: Design an awareness campaign poster, pamphlet, or video or develop a proposal of any kind relating to disease containment, specific population in need, insurance program, etc.

Week 14

Group presentations, submit portfolio

Course Expectations

Attendance is critical to fully appreciate this course. Before each class meeting, you will be expected to read and be prepared to discuss the assigned material for that day. In class we will have short lecture presentations to explain details related to the readings, followed by class discussions. Small groups will be created to complete case studies or share ideas/opinions to then communicate to the rest of the larger group. There will be short quizzes and reflection/reaction essays to complete both in and out of class. Short videos and interactive activities from various websites will be posted on our course site in Canvas for students to complete outside of class. A group project will be assigned at the end of the course in which students will be expected to consider the biological aspects of a disease and create an eradication or large-scale treatment plan, taking into account the economics and cultural aspects of a specific population. Alternatively, the project could entail an investigation of various insurance programs to create a plan to cover costs of disease treatment for a specific community.

Grading - by percentage and assessment type

Class participation (10%)

Case studies (10%)

Interactive web exercises (15%)

Reflection/Reaction papers (20%)

Group presentations (20%)

Awareness campaign poster (15%)

Portfolio (10%)

ACADEMIC INTEGRITY

Academic integrity is the pursuit of scholarly activity in an open, honest and responsible manner. Academic integrity is a basic guiding principle for all academic activity at The Pennsylvania State University, and all members of the University community are expected to act in accordance with this principle. Consistent with this expectation, the University's Code of Conduct states that all students should act with personal integrity, respect other students' dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts. Academic integrity includes a commitment by all members of the University community not to engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty violate the fundamental ethical principles of the University community and compromise the worth of work completed by others.

DISABILITY ACCOMMODATION

Penn State welcomes students with disabilities into the University's educational programs. Every Penn State campus has an office for students with disabilities. Student Disability Resources (SDR) website provides [contact information for every Penn State campus](#). For further information, please visit [Student Disability Resources website](#).

In order to receive consideration for reasonable accommodations, you must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: [See documentation guidelines](#). If the documentation supports your request for reasonable accommodations, your campus disability services office will provide you with an accommodation letter. Please share this letter with your instructors and discuss the accommodations with them as early as possible. You must follow this process for every semester that you request accommodations.

EDUCATIONAL EQUITY/REPORT BIAS

Penn State University has adopted a "[Protocol for Responding to Bias Motivated Incidents](#)" that is grounded in the policy that the "University is committed to [creating an educational environment which is free from intolerance directed toward individuals or groups and strives to create and maintain an environment that fosters respect for others](#)." That policy is embedded within an institution traditionally committed to [academic freedom](#). Bias motivated incidents include conduct that is defined in University [Policy AD 91: Discrimination and Harassment, and Related Inappropriate Conduct](#). Students, faculty, or staff who experience or witness a possible bias motivated incident are urged to report the incident immediately by doing one of the following:

- * Submit a report via the [Report Bias webpage](#)
- * Contact one of the following offices: University Police Services, University Park: 814-863-1111
Multicultural Resource Center, Diversity Advocate for Students: 814-865-1773
Office of the Vice Provost for Educational Equity: 814-865-5906
Office of the Vice President for Student Affairs: 814-865-0909
Affirmative Action Office: 814-863-0471

- * Dialing 911 in cases where physical injury has occurred or is imminent

COUNSELING AND PSYCHOLOGICAL SERVICES

Many students at Penn State face personal challenges or have psychological needs that may interfere with their academic progress, social development, or emotional wellbeing. The university offers a variety of confidential services to help you through difficult times, including individual and group counseling, crisis intervention, consultations, online chats, and mental health screenings. These services are provided by staff that welcome all students and embrace a philosophy respectful of clients' cultural and religious backgrounds, and sensitive to differences in race, ability, gender identity and sexual orientation.

[Counseling and Psychological Services at University Park \(CAPS\)](#): 814-863-0395
[Counseling and Psychological Services Commonwealth Campuses](#)
Penn State Crisis Line (24 hours/7 days/week): 877-229-6400
Crisis Text Line (24 hours/7 days/week): Text LIONS to 741741