HUNTER
The City University of New York

Hunter College School of Urban Public Health

Cultural Aspects Of Food and Nutrition NFS 33200

Fall 2025

Credits 3

Class Time/Location:	Fully Online
Course Prerequisites:	Open to Majors: Nutr & Food Sci BS, MHC Nutr & Food Sci-Diet BS & Nutr & Food Sci-Diet Ntr BSMS, Hum Bio BA (Body, Mind & Health) & MHC Hum Bio BA (Body, Mind & Health.) AND NFS 14100 or equivalent and ENG 1200 AND minimum cumulative 2.8 GPA
Professor	Ronita Ghatak, PhD
Email	rghatak@hunter.cuny.edu
Office/Office hours	Friday 9:00 – 10:00 AM Please email me if you would like to meet with me. Electronic hours via zoom link - https://us02web.zoom.us/j/88677417924?pwd=VU9KaDNUbTdWeVlINFNDcHZodFRIZz09
Course Catalog Description	Study of the way in which cultural, social, and technological factors influence food behavior and dietary patterns
Required Readings/Course Materials	Food and Culture, Kathryn P. Schuler and Pamela Goyan Kittler (8th ed.). (Text is available through Hunter College Bookstore - (https://hunter.textbookx.com/institutional/index.php?action=browse#books/4540483/)
Recommended Text books	Cuisine and Culture: A History of Food and People, 3rd Edition ISBN: 978-0-470-40371-6 Food Around the World: A Cultural Perspective, 4th Edition Margaret McWilliams, California State University, Los Angeles ©2015 Pearson ISBN-13: 9780137612642 Among Cultures The Challenge of Communication By Bradford 'J' Hall, Patricia O. Covarrubias, Kristin A. Kirschbaum Copyright Year 2018 ISBN 9781138657823 Published September 22, 2017 by Routledge Student resources available at https://routledgetextbooks.com/textbooks/9781138657823/student.php International Cuisine The International Culinary Schools at The Art Institutes ISBN: 978-0-470-41076-9 July 2008 International Cooking: A Culinary Journey, 3rd Edition Patricia A. Heyman ©2017 Pearson ISBN-13: 9780137402861 Discovering Global Cuisines: Traditional Flavors and Techniques Nancy Krcek Allen ©2014 |Pearson ISBN-13: 9780133055528 Intercultural Communication Shannon Ahrndt, University of Missouri-St. Louis Copyright Year: 2020 Publisher: University of Missouri - St. Louis *Open Educational Resources Collection*. 24. Available at: https://irl.umsl.edu/oer/24

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Program Competencies and Course Learning Objectives

The following competencies are required by the Accreditation Council for Education in Nutrition and Dietetics (ACEND), the accreditation arm of the Academy of Nutrition and Dietetics (AND), for accreditation of the integrated program in nutrition and dietetics (IPND); upon completion of this course, the student will be able to meet the following course learning objectives which correspond to the required program competencies.

IPND Competencies	**Course Learning Objectives (Performance Indicators)**	**Assessment Methods**
Students are able to demonstrate an understanding of cultural competence/sensitivity and identify social and behavioral theories relevant to nutrition and public health	• Identify foods and foodways of members of select cultural/ ethnic/ regional groups; • Evaluate the effects of shifting demographics on the foods and foodways of selected cultural/ ethnic/ regional members of groups and communities;	Scrambled Menu activity
Students are able to recognize federal, regional, state and local government programs that address food and nutrition problems in the community	• Explain the interdependence of food and culture within the context of immigration and of the United States; • Practice cultural sensitivity to the foodways of clients and patients in the community, food service and clinical setting.	Chapter 3 till 11 Intercultural communication Digital skills - Students post comments to blogs, discussion boards, and threaded discussions.
Students are able to address nutritional needs of individuals and communities at various stages of the life cycle, various fitness levels and for diverse population groups	• Evaluate how health is interpreted in different cultures. Identify the application of hot/cold theories, yinyang theories, herbal remedied, witchcraft as it applies to health care of individuals.	Chapter 5 till 11

Course Schedule

Session	Date	Topic		Due Dates
00	8/26	Orientation and getting to know each other	None	-View Orientation video -Complete ice breaker activity – tell something about yourself. -Complete the survey on demographics. -Complete the "Getting started Brightspace certificate"
01	8/26 – 9/2	Food and culture	Chapter 1 - Food and culture -Discuss history of food, how it creates self-identity and how it changes as population adapts to different environments. -Compare and contrast manners vs. etiquettes, culture vs. ethnicity, acculturation vs. biculturation	-View Powerpoint on "Food and Culture" and listen to voicethread narration -View video on "Demographic structure of society – race and ethnicity" -Read article on "How food is sold to immigrants at Ellis Island?" -Submit Chapter 1 Review Questions - Submit Certificate of Completion in web based training course on Introduction to cultural competency and humility - Submit self evalution of Food habits
02	9/3 – 9/9	Traditional health beliefs and practices	Chapter 2 - Traditional health beliefs and practices -Learn about many of the hallmarks of the biomedical worldview -Explores the contrasts between the biomedical views and other cultures.	-View power point file on "Traditional health beliefs and practices" and listen to voice thread narration -Read article on "Hippocratic oath" and "Complementary and Alternative Healthcare:

				Is it Evidence-based?" -Watch the following trailers which show differences between ascription and achievement. Aladdin: www.imdb.com/video/screenplay/vi2421621785 Thor: www.youtube.com/watch?v=JOddp-nlNvQ&feature=player_detailpage Another movie has a great demonstration of hierarchy and egalitarianism: "The Help." Please watch this clip The Help: www.youtube.com/watch?v=WbuKgzgeUIU&feature=player_detailpage Arrival is another movie that demonstrates multiple examples of how culture and communication influence each other. Several challenges to worldviews, values, and norms are explored in the movie. Please watch the entire movie and identify various worldviews, values, and norms with which they do or do not identify: www.youtube.com/watch?v=aTNJtEXYsyw -Submit Chapter 2 Review quiz. - Complete Self-evaluation of therapeutic

				food use
03	9/10 – 9/16	Intercultural communication	Chapter 3 - Intercultural communication --Discuss an overview of intercultural communication concepts as well as information useful when counseling individuals or when presenting nutrition education programs to groups.	–View power point file on “Intercultural communication” and listen to voice thread narration. - Read Chapter on Nonverbal Communication in Context -View video on “the Hunt for General Tso" - Select a movie that deals with intercultural issues, such as Gung Ho, The Joy Luck Club, Thunderheart, Smoke Signals, etc., and then please try to identify the different identities that are important in particular scenes and how those identities are established, questioned, or negotiated. - Read this great article appeared in The Atlantic regarding the use of regulators across cultural communities. Here is a link: www.theatlantic.com/science/archive/2016/01/the-incredible-thing-we-do-during-conversations/422439 - Observe a discontinued television show called “Lie to Me” revolved around a group of expert psychologists who could detect emotion through nonverbal communication cues. Although psychology is

				not communication, our discipline arose from the field of psychology in addition to other social sciences. Nonverbal communication is readily identified, but often misinterpreted. Several episodes of this television show are available on Netflix, Hulu, and other Internet resources. Here is a trailer about the show, focused on kinesics Lie to Me: www.youtube.com/watch?v=NweeK_R_qR0 . Here is another link to a video that explains more detail on the series: www.youtube.com/watch?v=GVG5AwZph-s -Submit Chapter 3 Review Quiz - Submit "Self-assessment exercise on high and low context communication" - Submit "Magazine Advertisement Assignment"
04	9/17 – 9/26	Food and religion	Chapter 4 - Food and religion - Learn about the beliefs and food practices of the world's major religions. Eastern and western religions have different orientations towards life and death, which has implications towards health maintenance.	-View power point file on "Food and Religion" and listen to voice thread narration. - Read article: Food prejudices and taboos - Complete Menu planning exercise using Google forum, focusing on your religion - Submit Chapter 4 - Submit assignment on "The Symbolism of Breads and Grains" and

				Student feedback 1.
05	9/27 – 10/4	Test 1	In this module, you will write a test on materials covered in Chapters 01 to 04.	-Write Test 1 Test will cover materials from the required text books and the optional text books as well
06	10/5 – 10/11	Native Americans	Chapter 5 - Native Americans - Learn about the beliefs and food practices of Native American Cultural groups. Native Americans, as a group, comprise the greatest number of ethnic groups of any minority population in the U.S. Each of the approximately 400 American Indian and Alaska Native nations has its own distinct cultural heritage. About half of the groups live in rural areas, either on government reservations or on nearby farms. The ethnic identity varies from tenacious maintenance of heritage to total adoption of the majority culture.	–View power point file on “Native Americans” and listen to voice thread narration. - Read scientific article on “Native American Foods and editorial on “For Native Americans, Health Care Is A Long, Hard Road Away” - Complete Participation exercise on “Whose land are you on?” - Complete Chapter 5 Review Quiz
07	10/12 – 10/19	Northern and Southern Europeans	Chapter 6 - Northern and Southern Europeans - Learn about the beliefs and food practices of Northern and Southern European groups. Some of the largest American ethnic groups come from northern and southern Europe. These ethnic groups introduced many of what we consider to be American foods and food habits. Each ethnic group from northern and southern Europe has brought a unique cuisine that, through interactions with other cultures and ingredients available here in America, resulted in what is often considered to be the foundation of the typical American diet.	-View power point file on “Northern and Southern Europeans” and listen to voice thread narration - Submit Chapter 6 Review Quiz - Submit Flavor Activity (https://padlet.com/huntercollege68/map-for-flavor-activity-north-vs-south-region-comparison-6cvof2y7h23pfgx5)
08	10/20 – 10/26	Central Europeans, People of the Former Soviet	Chapter 7 - Central Europeans, People of the Former Soviet Union, and Scandinavians Learn about the European settlers from central Europe, the former Soviet	- View power point file on “Central Europeans” listen to voice thread narration. - Listen to podcast on

		Union, and Scandinavians	Union (FSU), and Scandinavia. They were some of the earliest and largest groups to come to the U.S. - Focus on the traditional and adapted foods and food habits of Germans, Poles, and other central European groups; Russians and other FSU populations; and Danes, Swedes, and Norwegians. Immigration continues from these countries to the U.S. and their influence on its cuisine continues as well. Bread baking, dairy farming, meat processing, and beer brewing are food methods brought to America.	"Rise and demise of Jewish Deli" - Submit Chapter 7 Review Quiz and Student Feedback 2
09	10/27 – 11/2	Africans	Chapter 8 – Africans -Learn about the African culture. More than 12%, or nearly 45 million people, of the U.S. population in 2013 were African Americans, making this one of the largest cultural groups in the U.S. Most African Americans are descendants of slaves brought to the U.S. from West Africa. The second largest continent in the world, Africa is quite diverse; it varies widely in climate, rainfall, and geographical features. Numerous ethnic groups have evolved and strong ethnic ties continue to define politics and national identities.	–View power point file on "Africans" and listen to voice thread narration. - Submit "Food Justice Activity" -Submit Chapter 8 Review Quiz
10	11/3 – 11/9	Test 2	In this module, you will write a test on materials covered from Chapters 05 to 8.	-Write Test 2 Test will cover materials from the required text books and the optional text books as well
11	11/10 – 11/16	Mexicans and Central Americans	Chapter 9 - Mexicans and Central Americans -Learn about the Mexicans and Central American culture. Latinos are the largest non-European ethnic group in the U.S. Latinos come from more than 25 Latin American and Central American nations and represent a variety of ethnic groups. Mexico and	–View power point file on "Mexicans and Central Americans" and listen to voice thread narration. –View videos on 1. "Migrant Kitchen – A generation of Chefs inspired by the

			Central America have a rich cultural history. Spanish occupation of Mexico and Central America introduced new ideas and traditions. Foods of Mexico and Central America reflect the native Indian and European heritage of the region.	Immigrant Experience” 2. "Curanderos traditional healers" 3. "Humoral medicine - related to hot/cold system" 4. “Unnatural causes – Mexican health in US”. – Read research articles on 1. “Study of diet pattern in Mexican American population and relation to obesity” 2. “Acculturation --> dietary differences between Mexicans, Mexican Americans, and Non-Hispanics whites” - Submit Chapter 9 Review Quiz
12	11/17 – 11/23	Caribbean islanders and South Americans	Chapter 10 - Caribbean islanders and South Americans -Learn about Caribbean Islanders and South Americans. Latinos from the Caribbean Islands and South America often seem more different from than similar to one another, but each region shares a variety of regional fares with few national cuisines. Dishes typically combine native ingredients with foods introduced from Europe, Africa, and Asia, with a preference for strong, spicy flavors.	–View power point file on “Caribbean Islanders and South Americans” and listen to voice thread narration. - View video on "Haitian voodoo" - Read article on “hydrogen cyanide removal process in cassava” and editorial on “Rastafarian diet” thesis on " The Influence of Rastafarianism and Reggae Music on Jamaican and International Politics International Politics " chapter on "South America" - Submit Chapter 10 Review Quiz
13	11/24	East	Chapter 11 - East Asians, Chapter 12 -	– View power point file

	– 12/2	Asians	Southeast Asians and Residents of Oceania, Chapter 13 - Balkans and Middle East, - Learn about East Asia, which includes China (the People's Republic of China), Taiwan (Republic of China), Japan, the Democratic People's Republic of Korea (North Korea), the Republic of Korea (South Korea), and the Mongolian People's Republic. China is an ancient and complex society. The Chinese have made numerous significant contributions to agriculture, the arts, and philosophy. Southeast Asians and Pacific Islanders come from similar tropical regions, may have the same ancestors, and yet have very different cultures. The countries of Southeast Asia have developed under hundreds of years of Chinese domination. Spanish expansionism in the Philippines and French occupation in Vietnam were also significant. In contrast, Asian and European contact in the Pacific Islands was limited until the 18th century, and subsequent foreign influence almost completely overwhelmed the traditional indigenous society. As immigrants, these groups currently represent some of the newest, youngest, and fastest growing populations in U.S. from Southeast Asians (Filipinos, Vietnamese, Cambodians, and Laotians) and Pacific Islander groups (Native Hawaiians, Samoans, Guamanians, and Tongans.) South Asia is the geographic region comprising the nations of India, Pakistan, Bangladesh, Sri Lanka, Nepal, and Bhutan. Immigrants from South Asia, mostly India and Pakistan, comprise one of the fastest growing immigrant populations in the U.S. India is a culturally complex country with a population of more than 1.28 billion	on "East Asians" and listen to voice thread narration. - Submit research paper analysis on Southeast Asians and Pacific Islanders - Submit Chapter 11 Review

			people. The South Asian subcontinent contains the fertile Indus and Ganges river basins, as well as parts of the Himalayan mountain range. The climate varies from desert regions to the jungle, and from forest to the world's largest mountain glaciers.	
14	12/3 – 12/9	Cultural Cook Off	Cultural Cook Off Hands-on Practical Activity	Students prepare a dessert at home and describe how the activity progressed. The students can work in groups or alone depending on the class size. Students will choose a state or a region of the country. Next, students should do research what would be the most popular desserts that might be sold at a bake sale or used for a more elegant occasion (like a party or a wedding). Then please write on your experience. 1. What were variations in the recipes? 2. What were variations in the preparation instructions? 3. Did you need to make substitutions for certain ingredients? Video - **The Most Iconic Food In Every State | 50 State Favorites - YouTube** **Format: Powerpoint Poster slide (1 slide only). Submit on**

				Padlet.
15	12/10 – 12/16	Final	In this module, you will write a test on materials covered from Chapters 9 to 13	- Write Final test. Test will cover materials from the required text books and the optional text books as well

Please note: This schedule & assignments are subject to change. Additional readings and handouts may be provided, and Ch topics and activities may be altered if necessary.
*****REMINDER: 12/26 Friday Final grade roster submission deadline
11/6 Thursday Withdrawal period ends

Course Assessments and Grading

Your understanding of the course material will be evaluated through assignments and tests (weekly quizzes, tests, scrambled menu activity, cultural celebration research paper)

Grading:

2Tests @ 10.0% each	20%
Final test (test 3)	10 %
Evaluation Exercises -5 (each 9 %)	45 %
Weekly activities – Chapter review quizzes	15 %
Cultural cook-off and Flipgrid activity	10 %
Total	100 %

Total number of points accumulated for the semester	Semester Grade
97.5-100	A+
92.5-97.4	A
90.0-92.4	A-
87.5-89.9	B+
82.5-87.4	B
80.0-82.4	B-
77.5-79.9	C+
70.0-77.4	C
60-69.9	D
≤ 59.9	F

Additional Resources

Help with research and writing: The Hunter College Reading/Writing Center is a comprehensive service for the entire college community, offering tutorial and computer-assisted instruction to students. See: http://rwc.hunter.cuny.edu/reading-writing/index.html

Course Policies

1. Attendance and participation, Weekly activities: This component includes a variety of assignments. Each week there will be chapter review quiz and scrambled menu activity. You are required to participate in those activities. Meaningful participation and attendance are required. One absence permitted w/o penalty. Attendance will be defined as appearing on Zoom, Brightspace, or some other video device, with your camera on, and you visible to the instructor at least 95 percent of the class time. Each subsequent absence results in a point deduction and may affect your overall final grade. If you stop attending class and do not take it upon yourself to officially drop the course you will be given a WU grade for unauthorized withdrawal.
2. Submission of assignments: All assignments will be submitted via Brightspace, which will close at midnight (11:59 PM EST) for each due date unless otherwise noted.
3. Late assignments: Late assignments will be reduced by 3 points for every day they are late; that is, if your assignment (worth 50 points) is one day late, you cannot receive a grade higher than a 47; if it is two days late, you cannot receive a grade higher than a 44, and so on. You will not receive any credit for papers that are more than 5 days late.
4. Brightspace: Please visit our Brightspace site frequently, as that will be our primary way of communicating with one another outside of class. Class announcements and supplemental materials will be posted there periodically.
5. Email correspondences: Make sure to check your Hunter email frequently because all program announcements will be sent to your Hunter email. If you email the instructor, please allow 2 days for a response. Please bear in mind that all written communications at Hunter should reflect a professional and gracious attitude.
6. Special accommodations: If you have special accommodations that are necessary for class Ch, assignments, or presentations, please let me know at the beginning of the semester.

Institutional Policies

For more information on Hunter's institutional policies please follow this link

Accessibility

In compliance with the American Disability Act of 1990 (ADA) and with Section 504 of the Rehabilitation Act of 1973, Hunter College is committed to ensuring educational parity and accommodations for all students with documented disabilities and/or medical conditions. It is recommended that all students

with documented disabilities (Emotional, Medical, Physical, and/or Learning) consult the Office of AccessABILITY, located in Room E1214B, to secure necessary academic accommodations. For further information and assistance, please call: (212) 772-4857 or (212) 650-3230." . See: www.hunter.cuny.edu/studentservices/access.

Academic integrity

Any deliberate borrowing of the ideas, terms, statements, or knowledge of others without clear and specific acknowledgment of the source is intellectual theft and is called plagiarism. Plagiarism is illegal and actionable. It is not plagiarism to borrow the ideas, terms, statements, or knowledge of others if the source is clearly and specifically acknowledged, and quoted if appropriate. Students who consult such critical material and wish to include some of the insights, terms, or statements encountered must provide full citations in an appropriate form. Hunter College regards acts of academic dishonesty (e.g. plagiarism, cheating on exams, obtaining unfair advantage, and falsification of records and official documents) as serious offenses against the values of intellectual honesty. The College is committed to enforcing the CUNY Policy on Academic Integrity and will pursue cases of academic dishonesty according to the Hunter College Academic Integrity Procedures. Refer to the CUNY Policy on Academic Integrity and other sources for definitions and examples of academic dishonesty.

Withdrawal

If an emergency arises, the student must immediately notify the instructor and agree upon a course of action, especially if the student is unable to complete the course. 11/6/2025 is the last day for students to drop classes via CUNYFirst with a grade of 'W'. The specific policies and dates for withdrawal are available online. Only the student (not the instructor or staff) may officially withdraw from a course. Failure to officially withdraw may result in an "unofficial withdrawal" (WU), which is equivalent to a grade of F, or 0 averaged into your GPA.

Grade of incomplete

Incomplete final grades will not be granted unless the request is justified by legitimate and documented emergencies. The granting of an incomplete grade is at the discretion of the instructor; there is no absolute right to a grade of incomplete. In the case that an incomplete grade is granted, the student must negotiate and prepare a signed contract with the instructor specifying the terms and timeline for completion of all outstanding work. Refer to the Hunter Catalog for further details.

Responsible Use of AI in NFS 332 (PLEASE READ): Artificial Intelligence (AI) is revolutionizing not only science education but also how science itself is done. The use of AI in education presents both exciting opportunities and significant ethical considerations. Therefore, it is strongly recommended that students become familiar with a new set of academic integrity guidelines put forth by CUNY and Hunter College in

the use of AI to facilitate learning and education. The use of AI tools such as ChatGPT is permitted in NFS 332 as a means to facilitate and enrich your learning process. They can be used for preliminary research, concept exploration, and as an aid in the understanding of challenging material. However, AI tools do make errors, and therefore all information derived from AI tools must be verified by using other primary sources of information (i.e. textbooks, and research papers). Though AI can be a valuable tool for augmenting human decision-making and critical thinking, it is not a replacement for either. Students may not submit any work generated by an AI program as their own. If you include material generated by an AI program, it should be cited like any other reference material (with due consideration for the quality of the reference, which may be poor). Any plagiarism or other form of cheating will be dealt with severely under relevant Hunter College policies on academic integrity. How to cite AI: https://apastyle.apa.org/blog/how-to-cite-chatgpt OpenAI has already developed the tool with 99.9% certainty to detect content generated by ChatGPT (haven't been released YET). So students know these generated contents could be detected anytime in the future: https://www.wsj.com/tech/ai/openai-tool-chatgpt-cheating-writing-135b755a

Grade appeals

When a student considers a final course grade unsatisfactory, the student should first confer with the instructor within the first three weeks of the following semester. If the student is still not satisfied, the student should promptly contact the Campus Director in writing giving the factual reasons and basis for the complaint. This appeal must be submitted within the first five weeks of the semester following receipt of the grade. For further guidance, refer to the Hunter Catalog.

Please read the following link for detailed information:

https://docs.google.com/document/d/1RAEuUW0FpuzpTxAaKcT7UsNoHLENvjw1Khk-0LBezgM/edit?usp=sharing

Hunter College Policy on Sexual Misconduct

"In compliance with the CUNY Policy on Sexual Misconduct, Hunter College reaffirms the prohibition of any sexual misconduct, which includes sexual violence, sexual harassment, and gender-based harassment retaliation against students, employees, or visitors, as well as certain intimate relationships. Students who have experienced any form of sexual violence on or off campus (including CUNY-sponsored trips and events) are entitled to the rights outlined in the Bill of Rights for Hunter College.

a. Sexual Violence: Students are strongly encouraged to immediately report the incident by calling 911, contacting NYPD Special Victims Division Hotline (646-610-7272) or their local police precinct, or contacting the College's Public Safety Office (212-772-4444).
b. All Other Forms of Sexual Misconduct: Students are also encouraged to contact the College's Title IX Campus Coordinator, Dean John Rose (jtrose@hunter.cuny.edu or 212-650-3262) or Colleen Barry (colleen.barry@hunter.cuny.edu or 212-772-4534) and seek complimentary services through the Counseling and Wellness Services Office, Hunter East 1123.

CUNY Policy on Sexual Misconduct Link: https://www.cuny.edu/wp-content/uploads/sites/4/pageassets/about/administration/offices/ovsa/policies/Sexual-misconduct-8.30.18-PSM-2018-005.pdf

Student Identity Verification in Distance Education Courses

Hunter College complies with the methods promulgated by the City University of New York (CUNY) to ensure student identity verification in distance education courses. Hunter College and CUNY use Brightspace, a web-based learning management system, which provides instructors with tools for organizing and designing virtual classroom space. Brightspace accounts are available to all current CUNY faculty, students, and staff with a CUNY Portal account. Brightspace is accessed via the CUNY Portal and all users must first register with the CUNY Portal A CUNY Portal ID and password are required to use Brightspace. The Portal account must have the role of faculty, student, or staff in order to gain full access to Bb. Hunter College and CUNY have academic integrity policies regarding falsifying information, including regarding written work. Faculty in some courses require students to take examinations on-campus under proctored conditions, and some schools use programs to assess assignments for plagiarism. This method of verifying student identity and activity is supplemented by high levels of interaction between students and faculty. Faculty teaching online courses make extensive use of performance-based assessment and active learning in online instruction. Through these activities, faculty are able to identify patterns in writing styles, levels of achievement, basic content knowledge, and typical types of interaction specific to each student. Such high exposure and high feedback instruction enable faculty to make professional judgments regarding any atypical assignments/assessments turned in that do not match student patterns established throughout the semester. Every online course syllabus contains a statement of expectations and preventative measures to ensure academic integrity. Assessments include but are not limited to papers, projects, group discussions, and/or online chats on a weekly basis. Faculty can check any written work, from discussion posts to submitted papers, with anti-plagiarism software. UPH students submit a photo when admitted to Hunter. Brightspace allows for each student to post a photo ID and UPH uses real time technology (BB Collaborate) to interact with students. UPH has an academic integrity policy about falsifying information including submitted work, and the program orientation includes a required module on academic integrity and plagiarism.

Faculty teaching online courses verify the identities of students based on the following:

-all students have a secure login/password for the online management system used (in this case, Brightspace)

-formal assessment (when appropriate) is done through Brightspace (secure login/password)

-other technologies and practices (i.e.: Using video conferencing for synchronous video sessions) supports in verification of student identity.

-Turnitin (to detect plagiarism in written assignments) is also be used to provide an additional layer of identity confirmation.