



## Nutrition

### Advisory Committee Meeting Agenda

**Date:** April 18, 2025

**Location:** [Zoom](#)

**Start Time:** 12:00pm

**End Time:** 1:15pm

**Associate Professor, Nutrition:** Solange Bushra Wasef

**Members in Attendance:** Halle Elbling, Aurora Freeman, Ellen Gowen, Sonia Lopez, Brenda O'Day, Rachel Rothman, Donna Wolf, Solange Wasef

**Career, Technical, and Extended Education Dean:** Nichol Roe

**Recorder:** S. Wasef

#### Agenda Items

- Introduction of Committee Members and Staff
- Statement of Purpose
- Program Updates
  - Enrollment
    - There continues to be high demand for online courses, which tend to fill quickly. Although we had to cancel a face-to-face course due to low enrollment, there remains overall interest in the discipline. We have not yet returned to our pre-pandemic number of in-person offerings and are still assessing student needs and demand for face-to-face classes.
  - Program Updates/Lifelong Learning Changes in California
    - Category E will be removed from the GE pattern this fall. Students who declared their major this year or earlier will still be eligible for credit in the Lifelong Learning Category. However, anyone who declares their major in Fall, 2025 or later will no longer have Lifelong Learning as an option.
  - Labor Market Update
    - Job opportunities are continuing to increase both in the region and across the state.
  - Actions Taken Since Last Meeting
    - Certificate Status
      - Per the committee's recommendation from last year, there were no certificates proposed to the curriculum at this time.
    - Robust Curriculum Updates
      - [COR Effective 2025](#)

- The course content has been updated to include topics related to functional and integrative nutrition, as well as to more clearly outline how this course aligns with the science GE category.
- What does it count towards?
  - We are waiting to hear whether this course will be completely removed from the GE pattern or if it will be included in the science category. We expect to receive the results from the state in May.
- Community Education
  - A non-credit enrollment option for community members for Cultural Foods and Fundamentals of Nutrition (aka Intro to Human NUTR) has been added.
  - Professional development offerings options - Pending
- Complete Questionnaires
- Adjournment

Next Meeting: March/April, 2026  
Thank you for your input and participation!

## Nutrition

### Advisory Committee Questionnaire and Discussion Points

Name: \_\_\_\_\_

Organization/Title: \_\_\_\_\_

Email: \_\_\_\_\_ Phone Number: \_\_\_\_\_

May we recognize your contribution as a member of our committee by listing your name, title, and organization on our website? Yes ☐ No ☐

May we contact you to participate as a panelist for our Nutrition Info Session in future semesters? As a panelist, you will respond to student questions about your career path and experiences as a Registered Dietitian Nutritionist. Yes ☐ No ☐

1. A key component for inclusion in a Cal-GETC Subject Area 5B course (science) is a thorough explanation and exploration of the scientific method. As we know, in nutrition, the scientific method is important, but that simply means the research was high quality. As dietitians, we know we need evidence-based information before we can make recommendations to our clients or the general public. We discuss evidence-based information throughout the rest of the semester, but today we will review the Scientific Method Critical Thinking Assignment to see if there are any components that could be added that aren't already present elsewhere in the course. The following is the assignment that is required in all sections:

- Students will be assigned a supplement and asked to find information about its usefulness for a particular health condition. They will review one article from each of the following sources:
  - Commercial advertisement
  - Credentialed expert review of the supplement
  - A case study
  - A controlled experiment
  - A literature review
  - All must be from credible sources except for the commercial advertisement.
- Students will complete a review of the material to explain the information found, identify the degree of certainty presented in the studies, and determine the applicability of the findings. Students will also identify gaps or limitations of the materials found, and use the scientific method to propose a hypothesis and design a study that would address those gaps.

The committee stated that they believe it is important for students to be taught about general AI research and how to use it strategically, with an emphasis on using AI for nutrition research. They also suggested comparing and contrasting student answers with what ChatGPT or other AI tools might produce, in order to help students better understand the pros and cons of using AI and the responsibility to fact-check AI-generated content.

2. A growing area of discussion in education is the availability and capabilities of AI, particularly in relation to our limited ability to reliably detect its use. This has prompted important conversations about whether AI use should be permitted in academic settings, and if so, to what extent. While we encourage students to use AI tools only if it enhances critical thinking or helps them become more competitive and competent transfer or job applicants, there is a concern about inappropriate or

excessive reliance on these technologies. As part of today's meeting, we'd like to open a discussion about the current use of AI in your settings. Specifically:

- How is AI use currently being permitted, encouraged, or restricted in your workplace?
- How are policies or expectations regarding AI use being communicated and enforced in your workplace?
- Where do you see the use of AI heading in the near future in your workplace?
- What would you like to see implemented at the college level regarding AI to better support students in transitioning to industry?

The committee discussed that formal education on teaching students how to interact with AI as an assistant rather than as a teacher might become important. They also suggested that, later on, it could be appropriate to teach students how to program their own AI bots to serve as the appropriate type of assistant.

3. Postponed from last year: What, if any, impact on job outlook, employee recruitment, job duties, student interns/enrollment or any other factors is your organization experiencing or anticipating from the 2024 changes in degree requirements? Do you see any new opportunities or challenges for Nutrition majors?

The committee discussed that the changes created a predictable gap in the applicant pool for those who did not meet the 2024 cutoff, but a rebound is expected. It is not yet clear whether a decline in enrollment has occurred, but the additional degree requirements, along with the time and financial commitment, remain a concern for students.