Join Zoom Meeting: https://miracosta-edu.zoom.us/j/717046932
Meeting ID: 717 046 932
Find your local one tap mobile number: https://miracosta-edu.zoom.us/u/ad9liYSZ6Y
Join by Skype for Business: https://miracosta-edu.zoom.us/skype/717046932

AGENDA

I. Call to Order

II. Remote Member Attendance
Description: *Academic Senate will consider remote participation of members under the provisions of AB2449, if any.*

III. Roll Call

IV. Persons Wishing to Address the Senate
Members of the public shall have an opportunity to address the committee either before or during the committee's consideration of each item of business to be discussed at regular or special committee meetings, including closed session items. In addition, with limited exceptions, the committee will provide an opportunity at regular meetings to address the committee on any other item of interest which is within the subject matter jurisdiction of the Academic Senate. In order to efficiently manage the business of the committee, the committee chair may limit the amount of time allocated for public testimony for each individual speaker to three (3) minutes, and to limit the total time allocated on a particular issue to fifteen (15), unless waived by the committee (pursuant to Board Policy 2345). Decorum is to be expected by all members of the committee and public as outlined in Board Policy 2355.

V. Changes to Agenda Order

VI. Consent Calendar
   A. Approve Minutes of the Regular Meeting of September 1, 2023

VII. Reports
   A. Academic Senate President – *Safaralian*
   B. College Superintendent/President – *Cooke*
   C. Classified Senate – *Schneider*
   D. Associated Student Government – *Rosales*

VIII. Information / Discussion
   A. Chicanx Heritage Month Presentation – *Hernandez* **[Time Certain 9:30am]**
Description: *Mina Hernandez will present information about the 3rd Annual Dia de los Muertos event being hosted at the CLC, SAN, and OC campuses. Faculty are being invited to collaborate and/or attend the event.*
   B. New Financial Aid Process – *Dear* **[Time certain 9:45am]**
Description: *Details will be shared regarding a new process that limits the courses a student can claim for federal financial aid to those that are part of their program of study (following federal guidelines). There will be an opportunity for faculty to ask questions, gain clarity, and be better prepared to support students within the new process.*
   C. AS Goal Setting – *Safaralian*
Description: *Discussion will continue from the Academic Senate meeting of September 1st, to create SMARTE goals: Specific, Measurable, Achievable, Relevant, Timebound, and have an Evaluation mechanism. We will recap the emerging themes, topics, issues, ideas, and goals that surfaced.*

IX. Senator Reports
Description: *Academic Senators will have the opportunity to make brief announcements and updates.*

X. Adjournment

UNOFFICIAL MINUTES

I.   **Call to Order**
Academic Senate President, Leila Safaralian, respectfully acknowledged that MiraCosta is on the traditional territory of the Luiseño/Payómkawichum people. Today, the meeting place of MiraCosta College and its surrounding areas is still home to the six federally recognized bands of the La Jolla, Pala, Pauma, Pechanga, Rincon, Soboba Luiseño/Payómkawichum people. It is also important to acknowledge that this land remains the shared space among Kumeyaay and Ipai peoples. In addition, we pay respect to elders both present and past, the respected keepers of history, culture, wisdom and knowledge. The meeting was called to order at **9:00am.**

II.   **Remote Member Attendance**
Description: *Academic Senate will consider remote participation of members under the provisions of AB2449, if any.*

No members of Academic Senate requested remote participation under the provisions of AB2449.

III.   **Roll Call**
Members present: Angela Beltran-Aguilar, Robin Allyn, Sunny Cooke (ex-officio), Erica Duran, Shawn Firouzian, Julie Graboi, Rachel Hastings, Jim Julius, Don Love, curry mitchell (President-Elect), Candy Owens, Brian Page, Hossein Ravanbaksh, Leila Safaralian (President), Nate Scharf, Alexis Tucker-Sade, Krista Warren
Others present: Mikala Hutchinson, Jeff Ihara, Zhenya Lindstrom, Lori Schneider

IV.   **Persons Wishing to Address the Senate –** None.

V.   **Changes to Agenda Order –** None.

VI.   **Consent Calendar**
   A.   **Approve Minutes of the Regular Meeting of August 11, 2023**
   B.   **Approve Minutes of the Retreat Meeting of August 11, 2023**
   C.   **Ratify Faculty Committee Assignments for AY 2023-24**
   D.   **Approve one Equivalency for Counseling** – *Jeff Ihara*

The Consent Calendar was approved by unanimous consent.

VII.   **Reports**
   A.   Academic Senate President
Academic Senate President, Leila Safaralian, reported that at yesterday's college counsil, they announced enrollment updates. Overall, the credit headcount is up over 8% and noncredit is up 20% as compared to fall 2022. An email was sent on August 30th regarding the Strengthening Student Success Conference which will be held at the Hyatt Regency San Francisco Airport in Burlingame, CA from October 11-12 with optional post-conference workshops on October 13th. The registration link is included in the email.
An AS senator is still needed to attend ASG meetings on the 2nd and 4th Fridays of each month from 10am to noon. The Equivalency committee is looking for one more full-time faculty member who can join their committee. They meet at 4:30pm on the Tuesday prior to each AS meeting. Advise constituents of this opportunity. The can contact the AS President directly, if interested.
The ASCCC Fall Plenary Session is scheduled for Novebmer 16-18 in Irvine either in person or virtually. Contact the AS President and Debby Adler if interested in attending by September 15th. AS has a regular meeting on November 17th, therefore, curry mitchell will facilitate the meeting on that day while Safaralian and Jim Julis attend Plenary in person. Spring Plenary will take place in San Jose.
Mikahla Hutchinson announced that to be more inclusive of all campuses, ASG has decided to alternate the locations of their meetings this year at all three campuses. Their next meeting will be at the CLC

followed by one at the SEC. The students want to get away from called the OC the main campus. They also want to increase the student body presence at the other campuses.

mitchell noted that the taskforce for the calendar project met for the first time yesterday and reviewed the inclusive and transparent process. They will look at Ed Code and at what is going on regionally, including other comjunity colleges and how they structure their time, as well as our locak K through 12 districts. They want to build three or four models of potential calendars and present them in town hall-type meetings in the spring. A survey will come out early September asking what values the calendar should reflect and what changes might impact us such that we are not able to pursue our values. Also, what should be off the table. They will use that piece to inform the models they build. There is a website where they will give updates so the entire district will know what the taskforce is doing.

Thao Ha and Adrean Askernese provided a Guided Pathways (GP) report presented by Safaralian. They thanked all who attended the Redesigning Student Success activities during All College Day. Many faculty, staff, administrators,a nd students attended to participate, helping the GP team strategize how we can better serve students. They are in the process of reviewing the feedback received to strategize the next steps. The GP team will engage board members on September 7th about implementing the GP work.

B. College Superintendent/President

Superintendent/President, Sunny Cooke, welcomed all to the fall semester. Shared the good news that enrollment is up. A lot of hard work went into outreach to students to make it easier for them to register. Students want to come back. As enrollment goes up we can offer more sections and staffing to teach those classes. However, we had to cancel some full sections because we could not find faculty to teach. Every institution in SDICA is going up a bit in enrollment. The last thing we want to do is cancel a full section of classes for students who did everything right to enroll in them. HR has been asked to advertise for faculty positions.

Thanks was given to all who have participaged in the welcome events for students these last two weeks. There will be two Board of Trustee events. The first one is a Board workshop this Thursday in an intimate setting, basically a study session where Board members can ask questions. They will focus on three topics. First, is the report from the Guided Pathways team on their progress in implementing as well as outcomes seen thus far. The next topic is the adopted budget. BPC is having an open session today. The last topic is the facilities futures plan. Julie Bollerud will send out the PowerPoint slide presentation to the entire campus. The following Thursday is a regular board meeting and they will meet ASG student leaders. At the all district webinar, Shannon Stubblefield, VP of the Office of Advancement talked about the Foundation's focus, moving forward, and raising funds. There are three buckets of funds they are raising money for: 1. Resilliance fund for students – emergency grants; Federal support has expired. The goal was raising $10K and a $10K match through San Diego Gives and they have already rasied that money; 2. The next bucket of money is through our HIS Title V grant. We will match up to $120K a year for five years if the Foundation raises an equivalent amount. Therefore, the Foundation raises $120K, the grant puts in $120K and so over five years you would have $1.2 million. This is an innovative strategy and allowable in the grant but other colleges have not done this.The Foundation brought in a gift from a donar of $50K this year and $50K next year. The deadline is 9/30 for this year's contribution. We're at $94K of the $120K we are trying to raise. If you know of anyone in the community who would like to help, let us know; and 3. the last is the annual fund which is for whatever is the greatest priority for our students.

Dr. Cooke announced she received an early copy of the book from Tyrone Nagia who is working with the Transitions Scholars, "From Streets to the Seeds" written in the words of our own transitions scholars. All are invited to read these stories of resilliance, inspiriation, and hope.

Safaralian provided background about how equivalencies have been approved at Academic Senate. Senate was informed that it may not be in line with the Brown Act and a link to the equivalencies may have to be distributed to the campus community. Hayley Schwartzkopf has been invited to the AS meeting of 9/15 to discuss this issue; however, the legal team said we can continue to do what we have been doing. Dr. Cooke said the short answer is that she did not fully understand the process. She assumed that there were an equivalent number or, at least, a regular number of people that are not new employees to the institution and people that are new employees to the institution. Her understanding was that there was a packet of materials being sent to people reviewing this. However, she learned that reviewing equivalencies

is really akin to the hiring process and going into a system to review and then making a recommendation. This is fine. Therefore, since people are being sent into a system to review and they are not receiving a packet of information. it was decided Schwartzkopf does not need to come and explain this further.

C. Classified Senate

Acting VP for CS, Lori Schneider reported on behalf of Ingrid Phillips who is out on medical leave. Omar Jimenez got a new job at the college, is on probationary status, and so he cannot serve as CS President. Carl Banks will serve as interim CS President until Jimenez can return to the role. CS just completed deciding on their three goals for this year including, communication, engagement, and professional learning being rolled out by the district. They are still working on committee appointments of which about 90% of the positions are filled. CS started a leadership program five years ago to build leaders who would serve on CS or committees. Applications have just gone out for the leadership program. Any classified employee can apply. It includes 26 hours of coursework and the deadline to apply is 9/15th. Only five candidates are accepted per year. Seventeen classified profesisonals have completed the program, four have served as officers, six on senate, and all have been on committees. Thanks were given to Jim Julius for attending Classified Senate as the AS representative.

D. Associated Student Government

ASG representative, Mikala Hutchinson, reported successful last couple of weeks hosting welcome days and activitieis on all three campuses. Yesterday was club rush. On the second day of their ASG retreat, they did a tour of Chicano Park in Bario Logan where they met with local activist and professor at Palomar College, Dr. Guierrera, to learn more about diversity, culture, and significant oppression of the Chicano community. On April 22, 1970, we tried to industrialize that area and take away the neighborhood. They had lunch at the oldest Mexican restaurant in San Deigo, Las Cuatro Milpas, founded in 1933 by the Estudillo family and still family-owned. ASG is still building their teams of senators and students at large. Please send interested students to ASG. They conducted campus safety walks and identified issues at all three campuses with law enforcement and the respective Deans at each campus. ASG had Brown Act training with Kristen Huyck. They are working on appointing a student to the calendar taskforce to support the student body.

VIII. Information / Discussion

A. Dual Enrollment Report – *Zhenya Lindstrom*

Description: *Vice President of Instruction, Zhenya Lindstrom, will present an overview of the Dual Enrollment program, including state policy updates, access and success data, strategic pathways planning, general program improvements, and challenges and opportunities for the future.*

The definitions of dual enrollment, concurrent enrollment / enrichment, and dual credit were explained. Dual enrollment is a college course-tak by students who are simultaneously enrollmed in high school or adult education programs. Concurrent enrollment is not definted in CA law or regulations but locally is when high school students pursue college classes on their own. Outside of CA, these programs can be called dual credit when students earn credits through college courses and cout both at the college and the high school. Dual enrollment is, if implemented with equity and intentionality in mind, a strategy of guided pathways. Students have the opportunity to explore early on so when we build our programs, we look at providing an opportunity for students to explore something they mnight not have been exposed to in their high school. This also helps students with an easier transition to college since they have already gone through the application and registration steps through dual enrollment. They come to the college with credits and allows them to progress towards their degree faster. CCAP is a program that is intentional for students who are not considered college-going students. These partnerships are normally with the districts that have lower college going rates of their graduates. We have an agreement in place with the Oceanside district. This created more structure for dual enrollment partnerships between community colleges and high school districts. The current Chancellor's Preliminary Plan for Dual Enrollment includes a ninth grade strategy to have every ninth grade student develop a college education plan with at least 12 college credits by the time they graduate high school. A study was done on dual enrollment in CA. The CCAP partnerships are incentivizing more college going for students of color and first generation college students. There is a data dashboard with current information about the program's success rates at all three distrcits; OUSD, CUSD, and SDUHS. Discussion ensued concerning not enough faculty to teach all the dual enrollment courses. Ninth grade students may not have the maturity to take college level courses. A

student grade of "F" does not erase from the transcript even it if does not affect their GPA. Three college units equals 10 credits at the HS. New faculty to the program are oriented and are taught to recognize students with an IEP and learn to refer them to SAS. It was asked what is the curriculum being taught and how is that curriculum being informed by a pedagogical perspective. Why aren't the UCs and CSUs doing this? What are they saying about these dual enrollment classes? It was noted that they are actually doing it with summer programs and targeting high school students. It was noted that it is difficult for dual enrollment faculty to engage with the college. Their schedules do not allow for interaction with the college department. There is a conversation happening with the San Diguito disctirce and they are trying to be intentional with the process. San Dieguito pays their faculty to teach the classes; MCC pays for the other two districts as long as they teach outside their school day. It was also noted that AP HS instructors feel their role is being encroached on. The demographics of students taking AP courses is not as diverse as students taking dual enrollment classes. The mission is not to compete with AP but to create a pathway for students to college. The program is working towards a more structured pathways, high expectations and high supports, engaging culturally responsive teacing and curriculum, and strong cross-institutional partnerships. There are 20 sections for CCAP pathways. There have been some mapping sessions with the district and the help of the career leaders project to talk about their vision and common goals for dual enrollment to build pathways. There are pilots happening such as a business internship with Oceanside students planned for the spring. Some challenges mentioned were misaligned calendards, manual resgistration processes, and lack of classroom space at the high school. There are also many opportunities to continue to improve the program and not just to expand by being intentional.

B.   AS Goal Setting – *Leila Safaralian*

Description: *Discussion will continue from the Academic Senate retreat of August 11th, to create SMARTE goals: Specific, Measurable, Achievable, Relevant, Timebound, and have an Evaluation mechanism. We will recap the emerging themes, topics, issues, ideas, and goals that surfaced during the retreat.*

After reviewing what was collected from the last meeting, they looked at three areas that could be the focus of the AS, not the goals of the AS, this year, including AI in Teaching and Learning, Digital Badging (non-credit & OAC), and Integrate and Coordinate AS + District Committees. Last year the goals included teaching and learning, onboarding, and enrollment management. It was noted that it is difficult to find a common time for the taskforces to meet and so some shared a Google doc to share ideas and add comments.

AI can definitely be a focus for AS. We already have a number of faculty offering sessions on a monthly baiis and there is a resource page. OAC is having a conversation about and working on digital badging. Several subcommittees of AS are working together; CPC, OAC, MOE, DEqCC and AAC. SURF came up as something that needs to be improved. AAC has a SURF taskforce woking on this. Jim Sullivan as the Joyful Teacher attended the retreat and AS is very connected with the C3. These are things as a focus of AS and are already happening. Teaching and Learing came up as the number one goal and resources for our faculty. At the end of last year, Robin Allyn and her taskforce created a draft of the six ways to have culturally responsive teaching practices. Based on what was heard and discussed, perhaps a space can be created for faculty to discuss and express diverse understanding of high impact practices and create a variety of examples of these effective practices and can also go beyond the six examples shared here.

Tucker-Sade feels it doesn't feel like teaching and learning is the priority of the College. She spent last week talking with constituents and colleagues and heard this echoed a lot about concerns beyond specific resources. The concern of thinking about are we being a college or are we, to quote constitutent, "a student service center that also occasionally teaches classes?" Are we still putting T&L at the heart of what we do? Not limited to the classeroom but how are we supporting the students in the classroom for the central goal to educate our students. There is a sentiment that we are moving away from what the mission of a Community College is. How can we bring it all together rather than siloing? There is a struggle working across areas and a pressue to standardize classes and follow the HS model without academic freedom. How does that harm and not serve our population if we are being pressured to standardized? Scharf noted that when looking at the numbers, the Latinx numbers trending up. What can we do to share some of those best practices to reach other students?

Hastings added that in talking about the online teaching component, how are we looking at those teaching stragegies to make students more successful? What methodologies are most efficient for us and are they reaching those demographics? Her concern is about equity gaps in the online the environment as a justification for face-to-face classes. The students don't have the tools to be online.

Safaralian asked where are the practices for in-person classes? It would be good to have a collection of these in one place so everyone has access to them.

Hutchinson spoke about the use inclusive course materials and reiterated the availability of grant funding for zero-cost textbooks.

Firouzean noted the success of UMOJA and there are a lot of faculty involved in the program. It is a good model to look at.

Duran further noted there is a shallow pool to get training on how to address equity gaps such as how to teach African American males in an online Hyflex space, adult learners, LGBTQ. Where are those trainings? The main OC campus is scary for some students.How do we make sure they feel comfortable; how are we providing the 2.0 and 3.0 trianings. This begins at outreach events. We need to makie stronger connections in our community so all students feel welcome and not just first generation studetns.

It was suggested visiting each other's classrooms for ideas, creating mentorships and collaboration among all faculty.

mitchell suggested some ways to distill today's conversation and broke the conversation into three areas: 1. program completion and the hidden and confusing roadblocks that impede students, expensive textbooks, 2. classroom practices including online and on-site, but also thinking about design, anti-racist approaches, and 3. identifying communities such as teaching, district, and regional communities with outreach events.

This will come back for more conversation at the next meeting. Bring ideas to next meeting.

IX. Senator Reports

Jim Julius announced we are on the cusp of a lot of zero-cost textbook grant funding from the state. Lauren McFall has been engaging with departments and we will be able to apply for a lot of that money. Ppplications are due in two weeks. It is up to $200K per pathway and continuing ed or CE certificate pathways.

X. Adjournment – The meeting adjourned at 11:06am.

MiraCosta College 3rd Annual
DIA DE LOS MUERTOS
EVENT

SAVE THE DATES!

Altar Presentation & Celebration

NOVEMBER 1, 11:30 am–1:30 pm
Community Learning Center, Bldg. 100

NOVEMBER 1, 11 am–2 pm
San Elijo Campus, Library Patio

Community & Lowrider Altars Entertainment & Engagement

NOVEMBER 2, 11:30 am–2 pm
Oceanside Campus
Fountain/Clock Tower Area

Please join MiraCosta College's MiGente council, students, faculty, and staff to celebrate, learn, and honor loved ones and ancestors who have gone before us during its **3rd Annual Dia de los Muertos 2023 Event**. This event will bring together the community creating a celebration centered in **Indigenous Mexican**, **Latinx**, and **Chicanx** culture and history.

GOALS

- To bridge academia to culture, arts, history, and community.
- To unite the community in a ceremonial and culturally rooted program to honor the beauty of life and death.
- To honor ancestors in our community by centering indigenous ways of knowing.
- To honor the contributions of those who have paved the way for minoritized communities of color and others.
- To increase our campus communities' cultural understanding of this tradition.
- To invite others to learn from the indigenous Mexican, Latinx, and Chicanx community and to raise awareness of the intersectional identities between and among Black indigenous people of color as it relates to Dia de los Muertos.

For additional info or questions, contact Mina Hernandez / mina.hernandez@miracosta.edu

MiraCosta College   FOUNDATION   MiGente MiraCosta

Course Program of Study (CPoS)

AKA: "APPLIES TO DEGREE" VS. "DEGREE APPLICABLE"

Title IV Aid Compliance

NASFAA review; federal audit finding

Equity

We are committed to centering equity in all that we do as we carry out our institutional mission. We acknowledge that systemic barriers and racial inequities exist that negatively affect historically marginalized and disproportionately impacted populations and that everyone is responsible for intentional efforts to remove obstacles to employment, learning, participation, and institutional success.

1. Fin Aid recipients are historically marginalized and disproportionately impacted populations.

2. These students have 6 years Pell eligibility and / or 4 years Cal Grant eligibility.

3. Taking *only* required classes is vital to their achieving success before exhausting aid eligibility.

4. An intentional effort to remove obstacles.

Guiding Principles

When in doubt, give it out!

"You cannot award student aid for classes that do not count towards degree, certificate, or other recognized credential"

1. Separation of responsibility/duties
   ◦ Rely on the expertise of Counselors to determine what "counts"

2. Cast the widest net possible
   ◦ If a student is working towards multiple awards, use the program that allows for the most eligibility when determining "what counts" and make sure Ed Plan contains all requirements

3. Transparent communication
   ◦ Communicate with students early and provide clear directions on how to maximize award and remediate any issues

Electives & Double Majors

If it's on the Ed Plan it counts!

1. PeopleSoft (and subsequently DegreeWorks) can only account for one major.

2. Some electives may not be reflected in the degree audit.

3. A student may need a variety of classes to meet admissions requirements at CSU/UC or other college campuses.

Email to Students

Only for courses that do not count.

Dear James,

Auto Tech

We noticed that you are taking one or more courses in Bind Param 1 Goes Here that are not required for your declared major or listed on your Educational Plan. This may impact your financial aid award amount. We want to be sure you receive the maximum amount you are eligible for. Please review the steps below to ensure your financial aid is not impacted.

Login to your SURF account to confirm that your declared major is accurately reflected. You can view this helpful guide or go directly into surf:

Click here

We suggest meeting with a counselor to review, update, or create an Education Plan for your declared major. Please email OnlineAdvisor@miracosta.edu and the Counseling Department will reach out to schedule you with a counselor. Mention this email when you write; if you're using military benefits to attend college, please let us know as well.

You can view your Financial Aid Award amount in SURF using the following directions. Awards will be adjusted on the semester add/drop date and you will be notified if it changes. If you have questions, please feel free to contact the Financial Aid Office at (760) 795-6711 or MCCFinAid@miracosta.edu

Counseling Support

A variety of options to accommodate the complex demands on our students' time

Our students have a lot of life responsibilities outside of attending school; counselors are able to bring student plans into compliance fairly quickly.
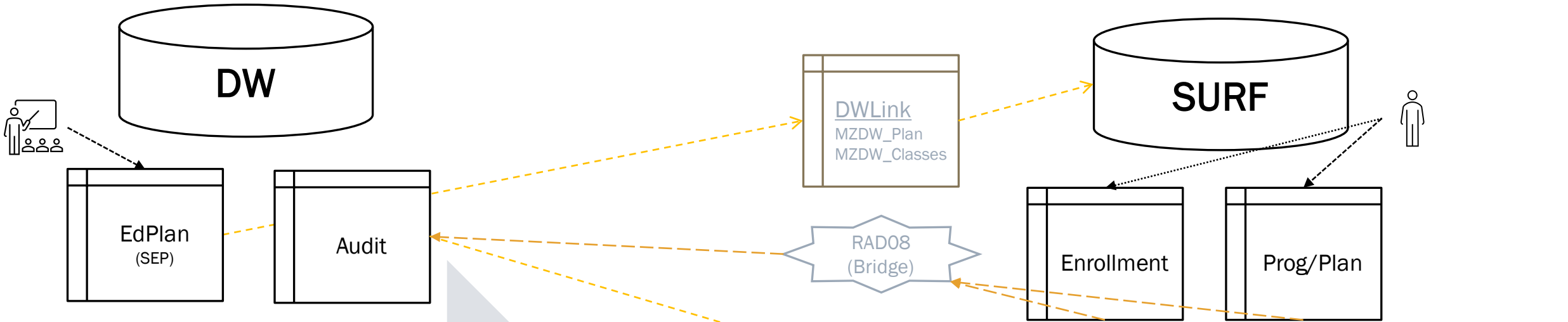
1. Multiple modality options to connect with counselors
   ◦ In-person, Zoom, and phone appointments are available

2. Not just limited to appointments
   ◦ In most cases, a counselor needs about 30 minutes to consult with the student, verify educational goals, and update the existing education plan. Counseling's same-day "Express" drop-in sessions are often sufficient and available in the modalities listed above. If more time is needed to create an "ed plan," an appointment will be booked ASAP to prevent any interruption to the disbursement

3. Similar to the process for many Veterans students
   ◦ Students using military benefits to attend school must have a comprehensive education plan that lists the courses needed to complete their educational goal.

Course Program of Study (CPoS)

PeopleSoft Financial Aid module and Degree Works automated communication

1. Identify student population (FAFSA/CADAA filers enrolled in at least one course.

2. Send students to Degree Works.

3. Run student's courses through Degree Audit AND Ed Plan check.

4. Return results to PeopleSoft & update units taken for financial aid.

5. Send email communication to students if a class is "not" payable.

6. Re-run process if any changes to students Ed Plan, major or enrollment (process runs nightly).

DW

SURF

DWLink
MZDW_Plan
MZDW_Classes

EdPlan
(SEP)

Audit

RAD08
(Bridge)

Enrollment

Prog/Plan

Audit Snapshot
MZ_DW_Aud _Hdr _Blk _Enr

CPoS Snapshot
MZ_CPoS _Hdr _Cls

CPoS Select
MZ_CPoS_fil

Select Students to run for CPoS
• <MZ_CPOS_FIL (view)>

Refresh DW data from SURF
• <RAD08 bridge – MZ_DW_Bridge (AppPkg)>

Run DW Audit
<MZ_DW_BRIDGE (AppPkg)>
<MZ_DegreeWorks (IntBrok)>
<api.jar (prog)>

Parse Audit Results (XML) to load Audit Snapshot
<MZ_DW_Aud _hdr ; _blk ; _enr (tables)>

MZ_CPoS_ae

MZ_Degree Works_Bridge

For each class in SURF enrollment:

Compare to Audit Snap "FitList"

Compare to SEP (Active, Locked)
• <via DWLink>

Results to CPoS Snapshot
• <MZ_CPoS _hdr _cls (tables)>

FA CPoS Student

Maintain Stu FA Term

CPoS Process
(NAV: MCCCustom / FinAid / CPoS Process)
(MZ_CPoS_ae)

Show Classes on FA CPoS Student
(MZ_CPOS_STDNT)

Calc Term FA status
(MZ_CPoS_ae or ?)

Adjust FA Load on Maintain Stu FA Term (Component Interface)

Questions?