

## APC – Excess-Units Seniors Policy

### *Background and Rationale (APC 10/19/09)*

- The Chancellor's Office has asked each campus to have a policy on excess-units seniors (aka. Super Seniors) to better manage our enrollment.
- There are currently 337 Active students (excluding Nursing) with over 135 total earned units
  - 98 have NOT applied for graduation (37 in COBA and 61 in COAS)
  - 239 (71 %) have already applied for graduation
- 135 was chosen as the cut off line because of the unit requirements in certain disciplines (e.g. COBA).
- It will be very time consuming to come up with the list of students for each category to treat them differently. This is going to be manual work. Information is not online. *Therefore, we have decided to treat all students in the same manner until they come in for an advising session.*
- It may take many weeks to give an advising session to all students. If a hold is placed, these students will have trouble registering on time. *Therefore, we have avoided placing a hold.*
- There is no way in People Soft to force students to register for specific courses.
- There may only be a very small number of students in the last table (i.e. have not applied for graduation and have no excuses) (much less than 100).

Definition: This policy defines the term "excess-units seniors", outlines the procedure for facilitating graduation of such students, and gives a policy to prevent "excess-units seniors."

Scope: All CSUSM undergraduate students

Authority: The President of the University

### I. Excess-Units Seniors

The term "excess-units senior" will be used in this document to describe students who have more than 134 total earned units and not declared in a Nursing plan or the Liberal Studies Integrated Credential Program. There are two different groups of excess-units seniors: the first group has already applied for graduation, and the second group has not applied for graduation. For both groups, intrusive advising shall be used to facilitate their graduation.

### II. Excess-Units Seniors Who Have Applied for Graduation

If the student is already in the Graduation Review Process, advisors will determine if the student will be able to graduate on time.

If the student has all the courses needed to graduate, the Registrar shall automatically graduate the student immediately.

If it is determined that it will not be possible for the student to graduate as planned, the following procedure shall be followed:

A. If two or fewer classes are needed beyond the planned graduation date, the advisor shall review the student's records for possible course substitution approvals from appropriate departments or programs to graduate the student on time.

B. If more than two classes are needed beyond the planned graduation date,

1. The student shall be given the earliest priority registration date to facilitate enrollment in outstanding course requirements.
2. Student's expected graduation term shall be updated to keep the student in the graduation review process.
3. A special notation without a registration hold shall be placed on the student record, and an email shall be sent urging the student to come in for an advising session.

- 54 4. The list of outstanding course requirements determined through the graduation review process shall be  
 55 given to the student and a copy shall be kept in the student's file.  
 56 5. The student shall be **told** to register for the needed courses to complete the degree as quickly as  
 57 possible.  
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59 III. **Excess-Units Seniors** Who Have Not Applied for Graduation

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 61 There are two different categories of students within this group of students who have not applied for graduation.  
 62 The students in Category A have **legitimate documented reasons** for not being able to apply for graduation yet.  
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64 Category A.	Remedy
65 >= 135 units but with multiple majors	advising
66 >= 135 units but with a minor	advising
67 >= 135 units but changed majors	advising
68 >= 135 units but transfer units > 70	advising

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 70 For Category A students, the following procedure shall be followed:  
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- 72 1. A special notation (without a registration hold) shall be placed on the student record, and an email shall be  
 73 sent urging the student to come in for an advising session.
- 74 2. An advisor shall check the degree progress to make sure the student is on the right track for graduation.
- 75 3. A graduation report document shall be created outlining necessary courses. This document shall be given  
 76 to the student and a copy shall be kept in the student's file.  
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78 The students in the following category do not have **legitimate documented reasons** for not applying for graduation.  
 79

80 Category B.	Remedy
81 >=135 units and <b>no documented reasons</b> . Still need courses to graduate	advising
82 >=135 units and <b>no documented reasons</b> . No courses needed to graduate	<b>advising +</b> 83 graduation

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 85 For Category B students, the following procedure shall be followed:  
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- 87 1. A special notation shall be placed on the student record, and an email shall be sent urging the student to  
 88 come in for an advising session.
- 89 2. **Advisors will determine if there is a special reason for not applying for graduation.**
- 90 3. Advisors shall review the student's Degree Progress Report to determine exactly which classes are needed  
 91 for graduation. This report shall be provided to the student and a copy shall be kept in the student's file.
- 92 4. The student shall be **told** to register for the needed courses to complete the degree **and any possible goals**  
 93 as quickly as possible.
- 94 5. **If the student has no special reason and** the student has enough units to apply for graduation, the  
 95 application shall be submitted automatically for the student.
- 96 6. **If the student has no special reason** and the student already has all the courses needed in **his/her major to**  
 97 **graduate**, the Registrar shall automatically graduate the student immediately.  
 98

99 IV. Prevention of **Excess-Units Seniors**

- 100 • Students with more than 120 attempted units may not add a second major or minors.
- 101 • Students with more than 120 attempted units may not declare additional major(s) or minor(s).
- 102 • Students on academic probation needing to declare a new major may do so upon an approval by a faculty  
 103 advisor.
- 104 • Students with more than 120 attempted units may not change their majors unless the change of major  
 105 allows for a faster graduation.  
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## APC – International Baccalaureate Program Credit Policy (NEW)

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3	Definition
4	This policy governs the awarding of credit to students who have received diplomas
5	from the International Baccalaureate Program.
6	Authority
7	Executive Order 1036
8	Scope
9	The undergraduate curriculum of CSU San Marcos.

### I. BACKGROUND

The International Baccalaureate (IB) Program enables students, who have reached the university level of education outside the classroom and before matriculation, to demonstrate their knowledge and to earn baccalaureate credit.

CSU San Marcos recognizes the high scholastic quality of the International Baccalaureate (IB) program. High school students holding the IB diploma (not certificate) are eligible for admission and will receive 6 units of credit for each higher level examination passed with a minimum score of 4. Application of credit to a major or minor is determined through the campus articulation process in a manner similar to articulation of courses taken at another institution for the purpose of satisfying the requirements for a major or minor.

The International Baccalaureate curriculum is comprised of six subject groups:

1. Best language,
2. Second modern language,
3. Individuals and Societies,
4. Experimental Sciences,
5. Mathematics, and
6. Arts Electives.

IB Diploma Programme candidates are required to study six subjects: one subject each from groups one to five, and a sixth subject from group six or an elective. The electives include a second subject from groups one to four, further mathematics at a standard level, computer science, and a school-based syllabus approved by the IB school.

At least three and not more than four of the six subjects are taken at a higher level (HL), the others at a standard level (SL). Each subject is graded on a scale of 1 point (minimum) to 7 points (maximum).

When a student receives a passing score on an IB examination, s/he

- Receives credit toward graduation which is recorded on the student's transcript, and, depending on the course, s/he may also
- Satisfy certain requirements for a major or minor,
- Satisfy prerequisite requirements for a more advanced course, and
- Satisfy certain General Education and other general graduation requirements.

When a student passes an IB exam, s/he may not also receive graduation credit for taking a course articulated with the IB exam, or a course which is a prerequisite thereto.

49 II. GRADUATION CREDIT

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51 CSU San Marcos awards six units of credit for each International Baccalaureate Higher Level  
52 subject examination passed with a score of 4 or better.

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54 A student may not receive graduation credit for subsequently taking a course, which is  
55 articulated with the IB credit that s/he has received, or for a course that is a prerequisite to such a  
56 course.

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58 IB credit may not be awarded when course credit has been granted at a level more advanced than  
59 that represented by the examination.

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61 III. USE IN SPECIFIC MAJOR REQUIREMENTS

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63 Every IB exam will be articulated with CSUSM courses (to the extent possible) in a manner  
64 similar to articulation of courses taken at another institution for the purpose of satisfying the  
65 requirements for a major or minor. The IB Diploma Programme Curriculum descriptions  
66 (<http://www.ibo.org/diploma/curriculum/>) will form the basis of these articulation “agreements.”  
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68 IV. USE IN GENERAL EDUCATION AND OTHER GENERAL GRADUATION  
69 REQUIREMENTS

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71 The General Education Committee shall determine which General Education requirements – if  
72 any – are satisfied by sufficiently high scores on IB exams.

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74 The General Education Committee shall determine which of the other specific graduation  
75 requirements over which it has jurisdiction (the U.S. History, Constitution and American Ideals  
76 Requirement, the Language Other Than English Requirement, the Computer Competency  
77 Requirement, and the Graduate Writing Assessment Requirement) – if any – are satisfied by  
78 sufficiently high scores on IB exams.

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80 **Procedures:**

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82 I. RECORDING OF CREDIT

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84 To receive credit, applicants who plan to enroll at CSUSM, should request a copy of their IB  
85 transcript of grades be sent to the Office of Admissions for evaluation. IB examinations not  
86 covered by the IB course articulation table will be reviewed on a case-by-case basis, via petition  
87 to the Director of Registration and Records.  
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## APC – Advanced Placement Credit Policy (REVISION)

### *Background and Rationale:*

The original Advanced Placement Credit policy of 1995 awarded a uniform 6 semester of units of university credit for every AP score of 3 or better, although American Council in Education (ACE) guidelines and Executive Order 365 recommend fewer units for some exams, and it did not provide guidance on the use of Advanced Placement credit in General Education; and

A revision developed by the Admissions Office and brought to the Academic Senate by the Academic Planning and Policy (APP) Committee in AY 2000-01 was returned to the Academic Senate for revision by the University administration; and

Several new Advanced Placement examinations have been developed since the last AP policy was approved; and

The increasing number of Advanced Placement examinations being submitted by incoming students for credit highlights the need for an up-to-date policy; and

The General Education Committee completed a comprehensive review of Advanced Placement in Fall 2006; and

In AY 2006-07 and in Fall 2007, the Academic Policy Committee has reviewed Advanced Placement syllabi, surveyed Advanced Placement practices at other CSU campuses and AP offerings at several local high schools, and consulted Chancellor's Office documents pertaining to Advanced Placement and the most recent ACE recommendations; and

*Academic Senate endorsed the proposed Policy and Procedures governing Advanced Placement Credit. Before an administrative response was received, the Chancellor's Office released three coded memos in 2008 and 2009 requiring further minor changes to the policy in the awarding of credit. These changes are denoted below.*

Definition	This policy governs the awarding of credit to students who have taken Advanced Placement examinations.
Authority	<a href="#">Executive Order 1036</a> ; Executive Order 665 (Determination of Competence in English and Mathematics); Chancellor's Office Memorandum of September 25, 1997 (Inclusion of Advanced Placement Examinations in General Education-Breadth Certification); <a href="#">Chancellor's Office Memorandum AA-2008-28, 2008-52, 2009-11(CSU Systemwide Credit for External Examinations)</a>
Scope	The <a href="#">undergraduate</a> curriculum of CSU San Marcos.

### I. EXECUTIVE SUMMARY

California State University San Marcos awards graduation credit to students who have received a score of 3, 4, or 5 on a College Board Advanced Placement (AP) examination in accordance with CSU Executive Order [365-1036](#) (Systemwide Credit by Evaluation), and as described below.

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- When a student receives a score of 3, 4 or 5 on an AP examination<sup>1</sup>, s/he
- Receives credit toward graduation which is recorded on the student’s transcript,
  - and, depending on the course, s/he may also
  - Satisfy certain requirements for a major or minor,
  - Satisfy prerequisite requirements for a more advanced course,
  - May be exempt from certain placement examinations, and
  - Satisfy certain General Education and other general graduation requirements.

When a student passes an AP exam (i.e., receives a score of 3, 4 or 5), s/he may not also receive graduation credit for taking a course articulated with the AP exam, or a course which is a prerequisite thereto.

II. GRADUATION CREDIT.

Students receive ~~either 3 or 6 units of~~ credit toward graduation as described in the table below. Generally, 3 units of credit are awarded for passing AP exams corresponding to courses described by College Board as the equivalent of one-semester college courses and 6 units of credit for passing AP exams corresponding to courses described by College Board as equivalent to year-long courses with reductions in awarded credit when students successfully pass overlapping AP exams with scores of 3 or higher.

AP Examination passed with a score of 3, 4, or 5	Units of Graduation Credit
Art History	6
Biology	6
Calculus AB	<del>3-5</del> (but 0 if the Calculus BC exam is also passed)
Calculus BC	<del>6</del> <u>9</u>
Chemistry	6
Chinese Language & Culture	6
Computer Science A	3 (but 0 if the Computer Science AB exam is also passed)
Computer Science AB	6
Economics: Macro	3
Economics: Micro	3
English Language and Composition	6
English Literature and Composition	6
Environmental Science	<del>3</del> <u>4</u>
European History	6
French Language	6
French Literature	6
German Language	6
Government and Politics: Comparative	3
Government and Politics: United States	3
Human Geography	3
Italian Language & Culture	6

<sup>1</sup> For simplicity, the policy refers throughout to Advanced Placement *examinations*, but in Studio Art, students submit portfolios of completed work in place of sitting for an examination. The Studio Art portfolios are scored on the same scale as the examinations.

69	Japanese Language & Culture	6
70	Latin Literature	6
71	Latin: Vergil	<del>6</del> 3
72	Music Theory	6
73	Physics B	<del>6-8</del> (but <del>3-4</del> if one Physics C exam is passed, and 0 if both Physics C exams are passed)
74	Physics C: Mechanics	<del>3</del> 4
75	Physics C: Electricity and Magnetism	<del>3</del> 4
76	Psychology	3
77	Spanish Language	6
78	Spanish Literature	6
79	Statistics	3
80	Studio Art – Drawing Portfolio	3
81	Studio Art – 2-D Design Portfolio	3
82	Studio Art – 3-D Design Portfolio	3
83	United States History	6
84	World History	6

III.

#### APPLICATION TOWARD SPECIFIC REQUIREMENTS

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88 A. Every AP exam will be articulated with CSUSM courses (to the extent possible) in a  
89 manner similar to articulation of courses taken at another institution for the purpose of  
90 satisfying the requirements for a major or minor. The College Board Course Descriptions  
91 will form the basis of these articulation “agreements.”  
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93 B. The articulation agreements may differentiate between the different AP score levels and  
94 assign different course articulations to different scores.  
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96 C. The course(s) articulated with a level of performance on an AP exam may have a  
97 different number of total units than the units of graduation credit as described in the  
98 preceding table.  
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100 1. If more units are awarded for successful completion of an AP exam than for the  
101 articulated course, then the excess units are “free elective” units which can be  
102 applied to the minimum number (usually, 120) of units required for a bachelor’s  
103 degree.  
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105 2. If fewer units are awarded for successful completion of an AP exam than for the  
106 articulated course, then the student need not make up the difference provided that  
107 s/he still meets the minimum unit requirements for a bachelor’s degree and for  
108 the number of units in the major exclusive of units used to meet General  
109 Education requirements.  
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111 D. A student may not receive graduation credit for subsequently taking a course which is  
112 articulated with the AP credit that s/he has received, nor for a course which is a  
113 prerequisite to such a course.  
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#### IV. PLACEMENT EXAMINATION EXEMPTIONS

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117 A. Students receiving a score of 3, 4, or 5 on either the English Language and Composition  
118 or the English Literature and Composition AP examinations are exempt from the  
119 requirement of taking the CSU English Placement Test (EPT).

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121 | B. Students receiving a score of 3, 4, or 5 on either the Calculus AB, Calculus BC, or  
122 | Statistics AP examinations are exempt from the requirement of taking the CSU Entry  
123 | Level Mathematics (ELM) Examination.  
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125 V. USE IN GENERAL EDUCATION AND OTHER GENERAL GRADUATION  
126 | REQUIREMENTS  
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128 | The General Education Committee shall determine which General Education requirements – if  
129 | any – are satisfied by sufficiently high scores on AP exams.  
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131 | The General Education Committee shall determine which of the other specific graduation  
132 | requirements over which it has jurisdiction (the U.S. History, Constitution and American Ideals  
133 | Requirement, the Language Other Than English Requirement, the Computer Competency  
134 | Requirement, and the Graduate Writing Assessment Requirement) – if any – are satisfied by  
135 | sufficiently high scores on AP exams.  
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137 **PROCEDURES**  
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139 I. IMPLEMENTATION  
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141 | If approved in the ~~2007-08~~2009-10 Academic Year,

- 142 | • Graduation credit will be awarded as in Section II of the Policy for all AP exams taken July 1,  
143 | ~~2008-2010~~, or later;
- 144 | • AP credit for exams taken prior to July 1, ~~2008-2010~~, will be awarded as currently posted on  
145 | the Undergraduate Advising Services website  
146 | ([http://www.csusm.edu/Academic\\_Advising/ap/index.htm](http://www.csusm.edu/Academic_Advising/ap/index.htm)); and
- 147 | • New course articulations take effect as they are received from academic departments by the  
148 | campus Articulation Coordinator (See Section III of the policy).  
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150 II. RECORDING OF CREDIT  
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152 | Credit earned by examination will be identified as such on the student's permanent record. The  
153 | name of the examination and the score earned will be included as well.  
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155 III. PUBLICATION IN UNIVERSITY NOTICES  
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157 | The Curriculum and Scheduling Office will publish in the General Catalog a comprehensive table  
158 | of all Advanced Placement exams indicating

- 159 | • Units of credit awarded (as stipulated in the policy);
- 160 | • Any course articulations which have been approved;
- 161 | • Any placement examination requirements that are waived through AP exam scores;
- 162 | • Any General Education requirements satisfied through AP exam scores; and
- 163 | • Any other general graduation requirements satisfied through AP exam scores.



**Resolution in Support of Shared Governance in the CSU**

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WHEREAS, The Academic Senate of CSUSM has received the “Resolution on Program Planning Process” from the Academic Senate of CSU Dominguez Hills; and

WHEREAS, Shared governance faces serious challenges at CSUDH, especially with regard to processes regarding program continuation; now, therefore, be it

RESOLVED, That the Academic Senate of CSUSM expresses its support to the Academic Senate of CSUDH; and be it further

RESOLVED, That the Academic Senate of CSUSM reaffirms its commitment to and the importance of shared governance on all CSU campuses, including our own; and be it further

RESOLVED, That the CSUSM Academic Senate will forward copies of this resolution to our faculty, the CSUSM Provost and President, all CSU Academic Senates, the CSU Chancellor, the CSU Executive Vice Chancellors, and the CSU Board of Trustees.

**Resolution on “Program Planning Process”**

WHEREAS: the university is engaged, at the initiative and under the leadership of President Garcia, in a significant, multi-year process of strategic planning on which considerable resources, time, and energy of faculty, staff, and administrators have been expended, but which is not yet completed; and

WHEREAS: the university has a Presidential Memorandum (93-04) governing the discontinuance of programs, never superseded by a subsequent PM; and

WHEREAS: the Provost’s proposed plan for Program Elimination does not comply with said memorandum and requires that decisions be made precipitately in a timeframe of weeks, rather than months, without opportunity for significant deliberation of such far-reaching actions; and

WHEREAS: the proposal disregards Chancellor’s Office Policy on Program Discontinuation (EPR 79-10, updated by AAP 79-14) and the statewide Academic Senate Resolution AS-2596-031 on the process that must be followed for the legitimate and legal elimination of programs, including following previously approved campus policy and notifying the CO in advance of any plans for program elimination; and

WHEREAS: the elimination of programs will have a permanent and deleterious effect on the university’s ability to attract and educate students seeking the diversity of programs in a comprehensive urban university; and

WHEREAS: Dominguez Hills is often described as the most diverse university west of the Mississippi River; we must ensure that our students, often working-class people of color, have equal access to the full range of programs available to their more privileged, less diverse peers at our sister campuses; and

WHEREAS: the identification of one-time savings from all divisions of the university has been insufficiently explored, with the elimination of programs being proposed as a first, rather than a last, resort;

WHEREAS: a process of identifying cost savings ought not to begin with the assumption of program elimination; and

WHEREAS: Academic Affairs, as the heart of the university’s mission and its implementation, ought not to have its budget cut in the same proportion as the units whose role is to support Academic Affairs; therefore, be it

RESOLVED: that cuts to academic programs not be made until the following actions are taken. The Academic Senate of California State University Dominguez Hills urgently recommends the following actions:

- That the President, her cabinet, the Senate, and the UBC jointly consider and address the issue of the distribution of funds to the various divisions for next year’s budget. This action should be taken immediately, without waiting for the various budget schedules to play out, in a manner to be jointly determined by these parties;
- That serious consideration be given to proposals to consolidate administrative units both within and outside Academic Affairs;
- That serious consideration be given at the college and Senate levels to other savings that could be generated in programs and departments, including such measures as temporarily delaying some course offerings, suspending elective offerings, consolidating sections, cross-listing courses, etc.
- That an extensive discussion of what is essential to a comprehensive urban university, with reference to the ideas produced by the multi-year strategic planning process so far as it has advanced, be conducted by the Academic Senate;
- That the president and provost should pursue the restoration of appropriate funding for CSUDH from the Chancellor’s office;
- And that consideration of program elimination not be made in the absence of the four steps directly above and until a concrete budgetary emergency for next year is demonstrated. At that point, the established processes of our campus and of the Chancellor’s Office should be followed.

1                                   **Resolution in Response to Research, Scholarship, & Creative**  
2                                   **Activity Program Funding Cuts**

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4       WHEREAS, A decision has been made by the Chancellor's Office to not fund the Research, Scholarship, and  
5       Creative Activities Program (RSCA) for 2009-2010; and  
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7       WHEREAS, RSCA funds have been an important source of small grant funding to support the research,  
8       scholarship and creative activities of CSUSM's faculty and, although limited, these funds have been one of the  
9       few steady sources of faculty development funds that have provided funding to facilitate small research  
10      projects (many of which include student researchers), travel to research sites, travel to conferences to present  
11      research findings, and other resources for creative activities; and  
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13      WHEREAS, RSCA grants often allow new faculty, still in the process of making their transition to CSUSM, to  
14      get their research programs up and running, which can also set the stage for seeking larger grant funding from  
15      outside agencies; and  
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17      WHEREAS, Summer RSCA fellowships have allowed many faculty to spend focused time on their research,  
18      which regularly resulted in articles, book chapters, edited volumes, grants proposals, conferences and other  
19      scholarly activities, which are necessary to meet the requirements of the reappointment, tenure and promotion  
20      (RTP) process; and  
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22      WHEREAS, The loss of the RSCA funds disproportionately affects the newer probationary faculty, at a time  
23      when their paychecks have already been reduced by 9.3% and their scholarly activities are impacted by  
24      furloughs, lack of equipment funds, larger class sizes, and lack of other professional development funds due to  
25      extraordinary budget fallout; and  
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27      WHEREAS, Academic Senate recognizes the importance of the RSCAP funds in providing critical support for  
28      the development of faculty as teacher-scholars; now, therefore, be it  
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30      RESOLVED, That the Academic Senate of California State University San Marcos calls upon the Chancellor's  
31      Office to reinstate the funding for the Research, Scholarship, and Creative Activities Program; and be it further  
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33      RESOLVED, That the CSUSM Academic Senate calls upon our representatives to the statewide CSU  
34      Academic Senate to raise this concern within that body; and be it further  
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36      RESOLVED, That the CSUSM Academic Senate will forward copies of this resolution to our faculty, the  
37      CSUSM Provost and President, all CSU Academic Senates, the CSU Chancellor, the CSU Executive Vice  
38      Chancellors, and the CSU Board of Trustees.

**Resolution in Support of “A Day Without the CSU”**

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WHEREAS, Severe budget cuts have had a horrendous impact on the 400,000-plus students and 47,000 employees of the CSU; and

WHEREAS, In an effort to provide a specific and dramatic example of the effect of these cuts, the Academic Senate of the CSU has called upon all campuses to designate March 2, 2010, as a furlough day; now, therefore, be it

RESOLVED, That the Academic Senate of California State University San Marcos urges President Haynes to designate March 2, 2010, (in place of January 19, 2010) as a Common Faculty Furlough Day; and be it further

RESOLVED, That the Academic Senate of California State University San Marcos urges President Haynes to join the Academic Senate in promoting community understanding of the impact of defunding of the CSU through local media outlets; and be it further

RESOLVED, That the CSUSM Academic Senate will forward copies of this resolution to our faculty, the CSUSM Provost and President, all CSU Academic Senates, the CSU Chancellor, the CSU Executive Vice Chancellors, and the CSU Board of Trustees.