San Bernardino Community College District
Board Policy
Chapter 4 – Academic Affairs

BP 4105   DISTANCE EDUCATION
(Replaces current SBCCD BP 4108)

❖ **From current SBCCD BP 4108 titled Distributed Education**

In order to expand access and provide greater flexibility to distant learners, the Chancellor is responsible for establishing standards for distributed education programs. These programs will utilize current and new technologies to deliver quality educational opportunities and will facilitate the attainment of students' personal and academic goals.

All distributed education programs will adhere to the same programmatic requirements as traditional classroom programs.

References: Title 5, Sections 55730 et seq. 55200 et seq.

*NOTE: This policy is unique to the San Bernardino CCD. The language in **black ink** is from the current SBCCD BP 4108 titled Distributed Education approved on 5/13/04. The language in **blue ink** is included for consideration.*

Adopted: 5/13/04
Revised:

COMMENTS

BP or AP #	Representative group	COMMENT	RESPONSE

Legal Citations for BP 4105

Title 5 Sections 55200 et seq.

5 CCR § 55200
Cal. Admin. Code tit. 5, § 55200

Title 5. Education
Division 6. California Community Colleges
Chapter 6. Curriculum and Instruction
Subchapter 3. Alternative Instructional Methodologies
Article 1. Distance Education

➡ § 55200. Definition and Application.

Distance education means instruction in which the instructor and student are
separated by distance and interact through the assistance of communication
technology. All distance education is subject to the general requirements of this
chapter as well as the specific requirements of this article. In addition, instruction
provided as distance education is subject to the requirements that may be imposed
by the Americans with Disabilities Act (42 U.S.C. § 12100 et seq.) and section 508
of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794d).

   Note: Authority cited: Section 66700 and 70901, Education Code: References:
Sections 70901 and 70902, Education Code; title 29 United States Code section
794d, and title 42 United States Code section 12100 et seq.

5 CCR § 55202
Cal. Admin. Code tit. 5, § 55202

Title 5. Education
Division 6. California Community Colleges
Chapter 6. Curriculum and Instruction
Subchapter 3. Alternative Instructional Methodologies
Article 1. Distance Education

➡ § 55202. Course Quality Standards.

71
72 The same standards of course quality shall be applied to any portion of a course
73 conducted through distance education as are applied to traditional classroom
74 courses, in regard to the course quality judgment made pursuant to the
75 requirements of section 55002, and in regard to any local course quality
76 determination or review process. Determinations and judgments about the quality
77 of distance education under the course quality standards shall be made with the full
78 involvement of faculty in accordance with the provisions of subchapter 2
79 (commencing with section 53200) of chapter 2.
80
81   Note: Authority cited: Sections 66700 and 70901, Education Code. Reference:
82 Section 70901, Education Code.
83
84
85 5 CCR § 55204
86 Cal. Admin. Code tit. 5, § 55204

87 Title 5. Education
88 Division 6. California Community Colleges
89 Chapter 6. Curriculum and Instruction
90 Subchapter 3. Alternative Instructional Methodologies
91 Article 1. Distance Education
92
93 **➡§ 55204. Instructor Contact.**

94
95 In addition to the requirements of section 55002 and any locally established
96 requirements applicable to all courses, district governing boards shall ensure that:
97
98 (a) Any portion of a course conducted through distance education includes regular
99 effective contact between instructor and students, through group or individual
100 meetings, orientation and review sessions, supplemental seminar or study sessions,
101 field trips, library workshops, telephone contact, correspondence, voice mail, e-
102 mail, or other activities. Regular effective contact is an academic and professional
103 matter pursuant to sections 53200 et seq.
104
105 (b) Any portion of a course provided through distance education is conducted
106 consistent with guidelines issued by the Chancellor pursuant to section 409 of the
107 Procedures and Standing Orders of the Board of Governors.
108
109   Note: Authority cited: Sections 66700 and 70901, Education Code. Reference:
110 Sections 70901 and 70902, Education Code.
111
112
113 5 CCR § 55206
114 Cal. Admin. Code tit. 5, § 55206

115 Title 5. Education

➡**§ 55206. Separate Course Approval.**

If any portion of the instruction in a proposed or existing course or course section is designed to be provided through distance education in lieu of face-to-face interaction between instructor and student, the course shall be separately reviewed and approved according to the district's adopted course approval procedures.

  Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

5 CCR § 55208
Cal. Admin. Code tit. 5, § 55208

Title 5. Education
Division 6. California Community Colleges
Chapter 6. Curriculum and Instruction
Subchapter 3. Alternative Instructional Methodologies
⌐▤Article 1. Distance Education

➡**§ 55208. Faculty Selection and Workload.**

(a) Instructors of course sections delivered via distance education technology shall be selected by the same procedures used to determine all instructional assignments. Instructors shall possess the minimum qualifications for the discipline into which the course's subject matter most appropriately falls, in accordance with article 2 (commencing with section 53410) of subchapter 4 of chapter 4, and with the list of discipline definitions and requirements adopted by the Board of Governors to implement that article, as such list may be amended from time to time.

(b) The number of students assigned to any one course section offered by distance education shall be determined by and be consistent with other district procedures related to faculty assignment. Procedures for determining the number of students assigned to a course section offered in whole or in part by distance education may include a review by the curriculum committee established pursuant to section 55002(a)(1).

(c) Nothing in this section shall be construed to impinge upon or detract from any negotiations or negotiated agreements between exclusive representatives and district governing boards.

161

162   Note: Authority cited: Sections 66700 and 70901, Education Code. Reference:
163   Sections 70901 and 70902, Education Code.

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165

166   5 CCR § 55210
167   Cal. Admin. Code tit. 5, § 55210

168   Title 5. Education
169   Division 6. California Community Colleges
170   Chapter 6. Curriculum and Instruction
171   Subchapter 3. Alternative Instructional Methodologies
172   ⌐▤Article 1. Distance Education

173

174   ➡**§ 55210. Ongoing Responsibility of Districts.**

175

176   If a district offers one or more courses or course sections in which instruction is
177   provided through distance education for at least 51 percent of the hours of
178   instruction in the course or course section, the district shall:

179

180   (a) maintain records and report data through the Chancellor's Office Management
181   Information System on the number of students and faculty participating in new
182   courses or sections of established courses offered through distance education ;

183

184   (b) provide to the local governing board, no later than August 31st of each year, a
185   report on all distance education activity;

186

187   (c) provide other information consistent with reporting guidelines developed by the
188   Chancellor pursuant to section 409 of the Procedures and Standing Orders of the
189   Board of Governors.

190

191   Note: Authority cited: Sections 66700 and 70901, Education Code. Reference:
192   Sections 70901 and 70902, Education Code.

193
194

195   **FROM WASC Distance Learning Manual**

196   <u>**Introduction**</u>

197   Distance learning is thought by some to be significantly changing American higher
198   education. Today's distance education courses depend on the multitude of
199   constantly changing communication technologies that can transmit instruction and
200   relay materials between learner and teacher.
201   These technologies have taken shape at a mind-boggling pace, erasing traditional
202   barriers of time, space, and place and represent the capacity to fundamentally
203   change the paradigm for transmitting knowledge and skills from master to learner.
204   For reasons of access, economy, effectiveness, and convenience, distance learning

205 has swept higher education and, in the view of some, changed the role of the
206 academy from a cloistered retreat to a marketplace that some institutions would
207 prefer not to enter. Whether one is a zealot for or against distance learning, one
208 cannot escape its impact.
209 Nearly half of the college students in this country are of the age group once thought
210 of as nontraditional. They are adults, most of whom work fulltime, and they are
211 primarily coming to college for many reasons, including economic advancement,
212 accomplishment of educational degree goals, and personal enrichment. Many of
213 these students are attracted by the convenience and flexibility of distance education
214 programs-a perfect fit for their busy lives. They are not alone, however; the
215 evidence indicates that many students of a more "traditional" age find distance
216 learning attractive and that the population of Americans seeking postsecondary
217 education is growing faster than the nation's ability to meet the demand.
218
219 Since the accrediting process serves to validate an institution's commitment to
220 quality assurance and continuous improvement, the purpose of this publication is to
221 provide some assistance to member institutions as they plan and evaluate distance
222 learning programs and since these programs will undergo the same scrutiny
223 employed in the evaluation of conventional campus- based programs, to provide
224 team members with information that aids evaluation. In addition to the policies
225 covered in this manual, users should refer to the Commission's standards as they
226 evaluate distance learning.

227 **Some Current Accreditation Concerns Motivation**

228 The institution should examine closely its motivation for doing distance education
229 since the driving forces behind this effort are many- the potential for increasing
230 enrollment, public pressure, reducing cost, grant monies, opportunities for faculty
231 to be creative, notions that everybody-is-doing-it, and many more. Lack of an
232 identified need for distance learning, whether real or perceived, can influence
233 achievement of institutional understanding of the motives for doing distance
234 education. Understanding institutional motives can drive institutional commitment
235 to the program, an essential matter if students are to be ensured the opportunity to
236 complete educational goals in such a program.

237 **Mission, Educational Programs, and the Curriculum**

238 Distance learning should remain consistent with and central to the stated mission of
239 the institution. The educational policies of the institution regarding distance learning
240 programs should be clearly stated, and the distance learning curriculum should
241 demonstrate appropriate rigor and breadth if degrees or certificates are awarded. If
242 course materials are developed outside the institution, the academic quality of
243 those materials should be assessed via the institution's review policies. Academic
244 standards for all courses and programs should be the same as for all other
245 educational experiences delivered by the institution. Students should be able to
246 move easily from the distance education curriculum to other curricula of the
247 college.

248 **Faculty**

249 Some faculty members will be more interested in distance education than others,
250 and most faculty who engage it will require ongoing training. Because technological
251 currency is important, the level of support for staff development is one indicator of
252 institutional commitment to distance learning. Policies regarding faculty loads, class
253 size, time allowed for course development, and compensation need to be
254 appropriate for the context of distance learning. Faculty access to appropriate
255 technology and software as well as to support personnel is critical to a successful
256 program. On-going evaluation of faculty involved in distance learning should include
257 appropriate recognition of all scholarly activities.

258 **Students**

259 The overriding concern for students is that the delivery of instruction be in modes
260 appropriate for the specific content of a course. Students should expect that
261 distance learning programs will permit completion of learning outcomes and
262 objectives in the same manner as those delivered in traditional programs. The
263 academic and technical skills (as well as the commitment) required to successfully
264 complete such a program should be made clear to students, and since a distance
265 learning environment requires certain skills and competencies to succeed, the
266 institution should have the means to assess whether students have them. Proper
267 training should be available for students in working independently and in utilizing
268 the necessary technology. Access to student services such as admissions,
269 orientation, financial aid, registration, advisement, tutoring, and other appropriate
270 student services and technical support should be made available. Student access to
271 faculty should also be a major program ingredient, and issues about the evaluation
272 of student work should be addressed.
273
274 Access for learning or physically challenged students may pose some special
275 concerns since these students frequently avail themselves of distance learning.
276 These students often will indicate that they would not be likely to be taking courses
277 at all were it not for the availability of such an education.
278
279 The college may need to consider special services or additional equipment for these
280 students.

281 **Library and Learning Resources**

282 Availability and use of appropriate, equivalent, (and sometimes personalized)
283 learning resources are essentials of a supportive and successful distance learning
284 program. Although many of today's institutional libraries are technologically capable
285 of supporting learners at a distance, orientation and training are important
286 components of effective student use of all resources for learning. Special funding
287 may be necessary.

288 **Institutional Effectiveness and Student Outcomes**

289 Although the Commission does not endorse a specific assessment model, providing
290 evidence of institutional effectiveness will require that the institution develop
291 distance learning outcome and assessment strategies. Such strategies should take
292 into account how distance learning programs compare with more traditional
293 programs in such areas as transferability, observable and measurable learning
294 outcomes, eligibility for financial aid, student satisfaction, and other program goals.
295 Review and approval processes should be in place and used to ensure
296 appropriateness of goals and objectives, as well as the effectiveness of distance
297 learning.

298 **Organization, Planning, Human Resources**

299 The college community must understand the connection between the distance
300 learning program and the institution's mission and share the reasons for the
301 program's development. The college should demonstrate commitment to financial
302 and technical support that allows a program to continue for a period of time
303 sufficient for students to complete educational objectives.
304
305 Those involved with the administration of such programs should provide an
306 appropriate infrastructure and possess skills appropriate to such an Some Current
307 Accreditation Concerns 5 endeavor-especially technological proficiency and the
308 ability to communicate with all constituencies. Planning for the fiscal, technical, and
309 human resources needed to deliver such a program must be thorough and
310 continuous and provide for evaluation on an on-going basis. Evaluation should focus
311 on the relevance, effectiveness, and efficiency of the institution's distance learning
312 program, as well as on assessment of student learning, retention, and satisfaction.
313
314 The institution should also demonstrate preparedness to deal with such problems as
315 computer viruses, hackers, computer crime, etc.

316 **Facilities and Equipment**

317 In integrating a distance learning program into the institution's mission, planning
318 for technology-enhanced facilities and equipment appropriate to meeting program
319 or course objectives must be part of long range planning and budgeting activities.
320 The technology should support the program's design, and planning for obsolescence
321 should be evident. Expenditure patterns should demonstrate commitment to
322 providing the resources necessary to ensure success and effectiveness, as well as
323 continuity and integrity of the program.

324 **Catalogs and Publications**

325 As an official document of the institution, the catalog should clearly describe the
326 distance learning program. Complete, timely, and accurate description of
327 instructional delivery could also be presented in the catalog or in supplemental
328 publications. If prerequisites for participation or other program requirements exist,
329 these should be clearly stated, as should expected learning outcomes and the

330 nature of the faculty/student interaction. Transferability of credit should be
331 addressed in a forthright manner, as should matters regarding fees.

332 **Intellectual Property Rights**

333 The preparation of distance learning instructional materials differs from the
334 preparation of materials for the traditional classroom setting, raising questions
335 about ownership, copyright, and fair use. Faculty and administrative personnel will
336 need to develop policies that do not undermine faculty rights or the
337 learning/teaching process and that address issues of copyright, ownership, and
338 faculty compensation.

339 **ACCJC Policies**

340 There are two policies of the Accrediting Commission for Community and Junior
341 Colleges that are specific to distance education and which should be considered
342 when developing distance learning programs as well as in evaluating their
343 effectiveness, the Substantive Change Policy and the Policy on Distance Learning,
344 Including Electronically-Mediated Learning.
345
346 The development of distance education programs may represent a substantive
347 change—a change which alters the objectives or the scope of the institution,
348 modifies the nature of the constituencies it seeks to serve, or changes the
349 geographic area served. Such changes are subject to Commission review and
350 require that the institution notify the Commission in advance of program initiation
351 by filing a Substantive Change Proposal. The policy, cited below, describes the
352 intent, processes, and procedures substantive change. It can also be found in the
353 Accreditation Reference Handbook or the Commission's web site: www.accjc.org.
354 Policy on Distance Learning, Including Electronically-Mediated Learning (Adopted
355 June 2001; Edited August 2004)

356 **Background**

357 Recognizing that most institutions must make use of the growing range of systems
358 for delivery of instruction, including various electronic means, the Accrediting
359 Commission for Community and Junior Colleges (ACCJC) has adopted a policy
360 based on principles of good practice to help assure that distance learning is
361 characterized by the same concerns for quality, integrity, and effectiveness that
362 apply to more traditional modes of instruction.
363
364 As methods used to facilitate/conduct distance learning evolve, the ACCJC policies
365 that address distance learning also change. This policy statement has drawn from
366 several previous policies and is intended to replace those policies with a single,
367 unified, and up-to-date statement. Further development of this policy may well be
368 appropriate in the not-so-distant future.

369 **Definition of Distance Learning**

370 Distance learning is defined, for the purposes of accreditation review, as a formal
371 interaction designed for learning in which any portion of the interaction occurs when
372 the student is separated by location from the instructor, resources used to support
373 learning, or other students. Distance learning may employ correspondence study,
374 audio, video, or computer technologies. Educational interactions delivered through
375 these means may occur on campus as well as off campus. These interactions may
376 be synchronous or asynchronous.

377 ### Policy Statement

378 ACCJC policy specifies that all learning opportunities provided by our accredited
379 institutions have the same quality, accountability, and focus on student outcomes,
380 whether they are delivered electronically or by more traditional means. The intent
381 of the policy is to provide a framework that allows institutions the flexibility to
382 adapt their delivery modes to the emerging needs of students and society while
383 maintaining quality. Any institution offering courses and programs electronically is
384 expected to meet the requirements of accreditation in each of its courses and
385 programs and at each of its sites.

386 ### Principles

387 • Development, implementation, and evaluation of all courses and programs,
388 including those offered electronically, must take place within the institution's total
389 educational mission.
390 • Institutions are expected to control development, implementation, and evaluation
391 of all courses and programs offered in their names, including those offered
392 electronically.
393 • Institutions are expected to have clearly defined and appropriate student learning
394 outcomes in all courses and programs, including those delivered through electronic
395 means.
396 • Institutions are expected to provide the resources and structure needed to
397 accomplish these outcomes.
398 • Institutions are expected to demonstrate that their students achieve these
399 outcomes through application of rigorous assessment.
400 • Institutions are expected to provide the ACCJC reasons to believe that these
401 outcomes will continue to be accomplished.
402 • Institutions are expected to give the ACCJC advance notice, through the
403 Substantive Change process, of intent to: initiate a new delivery mode, such as
404 electronically-delivered courses; or offer 50% of a program through a mode of
405 distance or electronic delivery.

406 ### Guidelines for Implementation Curriculum and Instruction

407 Each electronically-delivered course or program of study results in learning
408 outcomes appropriate to the rigor and breadth of the course credit, degree, or
409 certificate awarded. A degree or certificate program delivered partially or entirely
410 through electronic means is coherent and complete and results in learning
411 outcomes comparable to those delivered through other means. Student experiences

412 result in achievement of intended learning outcomes whether electronically-
413 delivered courses provide for synchronous or asynchronous interaction between
414 faculty and students and among students. Portions of courses delivered through
415 electronic means adhere to the same principles as courses delivered entirely
416 through these means.

417 **Institutional Context and Commitment Role and Mission**

418 Delivery of courses and programs through electronic means is consistent with the
419 institution's role and mission. Review and approval processes ensure the
420 appropriateness of electronic delivery to meeting the course and program
421 objectives. Specific needs of students for whom electronically delivered courses are
422 intended are identified and addressed.

423

424 **Learning Resources**

425 Appropriate learning resources are available to students who take electronically
426 delivered courses.

427 **Students and Student Services**

428 Students receive clear, complete, and timely information on the curriculum, course
429 and degree requirements, nature of faculty/student interaction, assumptions about
430 technological competence and skills, technical equipment requirements, availability
431 of academic support services and financial aid resources, and costs and payment
432 policies. Enrolled students have reasonable and adequate access to the range of
433 student services appropriate to support their learning and assess their progress.
434 Students have the background, knowledge, and technical skills needed to
435 successfully use the technology involved in their course work. Advertising,
436 recruiting, and admissions materials clearly and accurately represent the courses
437 and programs, and the services available.

438 **Commitment to Support**

439 The institution demonstrates a commitment to ongoing program support, both
440 financial and technical, and to continuation of the program for a period sufficient to
441 enable students to complete a degree/certificate. The institution ensures that
442 qualified faculty provide appropriate oversight of courses delivered electronically.
443 The institution gives appropriate consideration to the technical skills and needs of
444 faculty assigned to teach through electronic means. The faculty evaluation process
445 provides a means to evaluate technical skills when appropriate. The institution
446 provides faculty training and support services specifically related to teaching via
447 electronic means.

448 **Evaluation and Assessment**

The institution evaluates the educational effectiveness of electronically delivered course work, including assessments of student learning outcomes, student retention, and student and faculty satisfaction. Students have access to such evaluation data. The institution provides for assessment of student achievement in each course and at completion of a program.

Questions to Aid in the Evaluation of Distance Learning

An institution offering courses through electronic or other modes of distance delivery is expected to meet ACCJC standards and policies. The questions below are provided to assist institutions in undertaking discussions as part of self study development. Evaluation teams will similarly use them in assessing quality.

Curriculum and Instruction
• What means does the institution have to ensure that courses intended for electronic or other modes of distance delivery are developed through a process similar to traditionally-delivered courses?
• How does the institution ensure that courses and programs provide for timely and effective interaction between students and faculty?
• How does the institution ensure that courses and programs provide for effective interaction among students?
• How does the institution ensure that faculty has responsibility for and exercise oversight of electronically-delivered courses and programs, ensuring both the rigor of those courses and programs and the quality of instruction?
• How does the institution ensure that the technology used is appropriate to the nature and objectives of the courses and programs?
• How does the institution ensure the currency of materials, courses, and programs?
• How clear and effective are the institution's distance learning policies concerning ownership of materials, faculty compensation, copyright issues, and the utilization of revenue derived from the creation and production of software, telecourses, or other media products?
• How does the institution ensure that appropriate faculty support services specifically related to distance learning are provided?
• How does the institution provide effective training for faculty who teach using electronic means?

Evaluation and Assessment
• How does the institution assess student capability to succeed in electronically delivered courses and programs?
• How is this information applied to admission and recruiting?
• How effective is this assessment?
• How does the institution evaluate the educational effectiveness of its electronically-delivered courses and programs (including assessments of student learning outcomes, student retention, and student satisfaction) to ensure comparability to traditionally-delivered courses and programs?
• How does the institution ensure the integrity of student work and the credibility of the degrees and credit it awards?

Library and Learning Resources
• How does the institution ensure that students have access to and can effectively use appropriate information resources?
• How does the institution monitor whether students make appropriate use of learning resources?
• How does the institution provide laboratories, facilities, and equipment appropriate to the courses or programs?

Student Services
• How does the institution provide adequate access to the range of student services appropriate to support the programs, including admissions, financial aid, academic advising, delivery of course materials, and placement, and counseling?
• How does the institution provide an adequate means for resolving student complaints?
• What advertising, recruiting, and admissions information does the institution provide to students that adequately and accurately represents the programs, requirements, and services available?
• How does the institution ensure that students admitted possess the knowledge and equipment necessary to use the technology employed in the course or program?
• How does the institution provide assistance to students who are experiencing difficulty using the required technology?

Facilities and Finances
• How does the institution ensure that equipment and maintenance required for electronically-delivered courses and programs are provided effectively?
• How are facilities, staffing, equipment, and other resources associated with the viability and effectiveness of the electronically delivered courses and programs reflected in the institution's long-range planning, budgeting, and policy development processes?

34 CFR Part 602.17
§**602.17 Application of standards in reaching an accrediting decision.**
The agency must have effective mechanisms for evaluating an institution's or program's compliance with the agency's standards before reaching a decision to accredit or preaccredit the institution or program. The agency meets this requirement if the agency demonstrates that it--
(a) Evaluates whether an institution or program--
    (1) Maintains clearly specified educational objectives that are consistent with its mission and appropriate in light of the degrees or certificates awarded;
    (2) Is successful in achieving its stated objectives; and
    (3) Maintains degree and certificate requirements that at least conform to commonly accepted standards;
(b) Requires the institution or program to prepare, following guidance provided by the agency, an in-depth self-study that includes the assessment of educational quality and the institution's or program's continuing efforts to improve educational quality;

542 (c) Conducts at least one on-site review of the institution or program during which it obtains
543 sufficient information to determine if the institution or program complies with the agency's
544 standards;
545 (d) Allows the institution or program the opportunity to respond in writing to the report of the on-
546 site review;
547 (e) Conducts its own analysis of the self-study and supporting documentation furnished by the
548 institution or program, the report of the on-site review, the institution's or program's response
549 to the report, and any other appropriate information from other sources to determine whether
550 the institution or program complies with the agency's standards;
551 (f) Provides the institution or program with a detailed written report that assesses--
552   (1) The institution's or program's compliance with the agency's standards, including
553   areas needing improvement; and
554   (2) The institution's or program's performance with respect to student achievement; **and**
555 (g) Requires institutions that offer distance education or correspondence education to have
556 processes in place through which the institution establishes that the student who registers in a
557 distance education or correspondence education course or program is the same student who
558 participates in and completes the course or program and receives the academic credit. The
559 agency meets this requirement if it--
560   (1) Requires institutions to verify the identity of a student who participates in class or
561   coursework by using, at the option of the institution, methods such as--
562   (i) A secure login and pass code;
563   (ii) Proctored examinations; and
564   (iii) New or other technologies and practices that are effective in verifying student
565   identity; and
566   (2) Makes clear in writing that institutions must use processes that protect student
567   privacy and notify students of any projected additional student charges associated with
568   the verification of student identity at the time of registration or enrollment.
569 (Authority: 20 U.S.C. 1099b)