

# **Student Handbook**

## **DCDAL Adult Education Programs**



*Delaware Center for Distance Adult Learning, Inc.*

### **Diploma-At-A-Distance**

*James H. Groves Adult High School*



### **ABE-At-A-Distance**

*Adult Basic Education and GED Test Preparation*

# Delaware Center for Distance Adult Learning

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## **Mission Statement: Diploma-At-A-Distance**

Diploma-At-A-Distance is a part of the James H. Groves Adult High School System of the State of Delaware. The Middle States Association of Colleges and Schools accredits James H. Groves Adult High School. Diploma-At-A-Distance is fiscally managed by the Delaware Center for Distant Adult Learning, Inc.

Our mission is to provide a personalized program with quality instruction, effective support and customer service at a low cost to the student. We will do this by being responsive, flexible knowledgeable and caring.

## **Mission Statement: ABE-At-A-Distance**

The mission of ABE At-A-Distance is to enable adult learners to become more effective employees, family members, and community participants by providing them with the knowledge and skills necessary to gain employment, earn the GED endorsement, become better parents, and become more involved in their communities.

ABE At-A-Distance is fiscally managed by the Delaware Center for Distance Adult Learning (DCDAL).

## **Accommodations for adults with disabilities**

Delaware adult education programs comply with the Americans with Disabilities Act of 1990.

## Welcome

Welcome to the DCDAL learning programs. **James H. Groves Adult High School Diploma-At-A-Distance (DAAD)** is a high school program that offers adult students an independent and flexible means of completing high school course work. Each course contains the same content and level of competency that students receive in the traditional classroom. Time and location are the variables for DAAD, not quality or performance.

**Diploma-At-A-Distance** is an instructional system that links learners with educational resources at a distance. Students connect with their instructors, other students, and their learning materials through electronic communication. The various courses use the Internet, e-mail, DVDs, and specialized computer based programs, along with telephone contact, to deliver instruction to the students. Students can complete all of the course work at any time, from any place they have access to a computer with an Internet connection. Students must report to a specified place, usually a Groves center, only to attend an orientation session and to take the proctored exams.

After completing courses and earning a Groves high school diploma, DAAD graduates will be ready to enter or advance in employment or education. They also will have acquired skills needed for them to become more effective in their roles as workers, citizens, and family members.

**ABE At-A-Distance** (Adult Basic Education) is a program for adult learners at intermediate levels in reading or math who want to improve their skills in order to enroll in high school credit courses or prepare for the GED Test.

Students receive most of their learning materials through the use of computer software, the Internet, and e-mail. Students can complete all of the course work at any time, from any place they have access to a computer with an Internet connection and the necessary software installed. Students must report to a specified place only to attend an orientation session and to take proctored progress tests and the official GED tests.

**ABE At-A-Distance** prepares students to enter the adult high school program or to earn the GED endorsement. Students can earn Certificates of Educational Attainment from the state of Delaware and may be able to advance in their jobs. They also gain skills that will help them to become more active community members and to help their children with schoolwork.

## Requirements for enrollment in the DCDAL adult learning programs

Students complete a skills inventory (the TABE tests of adult basic education) and a writing sample to determine their correct initial placement in classes. Students whose test scores indicate they need further instruction before entering the classes offered by DCDAL are referred to other adult education programs.

Students must be able to use e-mail, navigate on the Internet, and create word processing documents. Students must have a computer with an active Internet connection. The computer must be a PC running Windows 2000/XP or higher.

Prior to beginning courses, all participants are required to attend an orientation session which includes a demonstration of the online systems used.

Perhaps the most important requirement for success in the DCDAL programs is the student's ability to work independently. A high level of motivation, along with the commitment to complete course assignments on time and to stay on task for the entire session is at least as important as high test scores. Students are fully responsible for completing the course work on schedule. Students who are self-motivated and who are willing to dedicate 10 to 12 hours a week per course are the most likely to succeed and to achieve the goal of the Groves high school diploma or the GED endorsement.

### Program costs

Students must pay for their own Internet Service Provider (ISP), and they must have an active telephone connection.

Students enrolled in high school credit classes through Diploma-At-At-Distance must pay a **nonrefundable** materials fee of \$40 per semester. This fee, payable by cash, certified check, or money order, is collected at orientation for new students. Continuing students must pay the fee prior to being placed in classes at the beginning of each semester.

For those preparing to take the GED tests, there is no charge for enrollment for students who are residents of Delaware or who work in Delaware.

Students who take the Official GED Practice Tests (OPTs) and/or the GED Test are responsible for paying the required testing fees at the time they take the tests.

## **Course materials**

New students receive instructional materials at the orientation session. Any additional CDs/DVDs, textbooks, or other necessary materials will be mailed to the student's home or can be picked up at the DCDAL office. Textbooks and other materials provided by DCDAL are loaned to the student at no additional charge and must be returned in good condition at the end of the course in order for credit to be given. Students are responsible for the full replacement cost of unreturned items.

If borrowed materials are lost, damaged, or stolen, students must pay the full replacement cost. Failure to return materials will be considered theft after 30 days, and necessary legal steps will be taken. No grade will be issued until all materials have been returned.

## **Submitting assignments**

At the beginning of each course, students will receive a syllabus (schedule of assignments) including the instructor's name, the requirements of the course, due dates for assignments due, and testing dates, if applicable. Some courses use interactive instructional systems which automatically report student progress. Other completed assignments should be sent to the instructor through the SERF instructional platform as demonstrated at orientation. The instructor will notify students if an alternate method of submission is necessary. Instructors will return the work with comments and a grade, if applicable, within one week of the date submitted.

Students should save a copy of all written assignments on a disk to keep as a backup. If there is a question about whether an assignment was completed, the teacher's records will be used as the final authority.

Students with questions that are not answered in the syllabus should contact the instructor through e-mail. Students are encouraged to communicate weekly, by e-mail, with their instructors.

Students are responsible for turning in assignments according to schedule. This allows students to set their own pace each week, but also demands self-discipline not to let deadlines slip. Students who are inactive for two weeks or more will be withdrawn from the current session or course. Students may reenroll for the next scheduled session. Students should notify their instructors and the DCDAL office in the event of a medical emergency or similar situation that could prevent completion of a course on schedule.

Students who are self-motivated and who are willing to dedicate 10 to 12 hours a week per course are the most likely to succeed and to achieve the goal of the high school diploma or the GED.

# Groves Diploma-At-A-Distance

## Course Descriptions

### **ENGLISH**

#### **Business Communications A**

Credits / Hours

.5      60

This course presents an overview of written and oral communications necessary in the business world. Principles and effective practices in business communications will be applied to specific assignments. Fundamental principles of designing, writing, proofreading, and editing business documents will be emphasized. Assignments incorporate critical listening, speaking, and thinking skills for business and life.

Credits / Hours

#### **Business Communications B**

.5      60

The fundamental principles of designing, writing, proofreading, and editing technical documents will be emphasized. Assignments incorporate critical listening, speaking, and thinking skills for business and life.

Credits / Hours

#### **Composition Writing A**

.5      60

This module presents the specific skills necessary for enabling the student to write original essays. The ultimate outcome of the module will be the production of three multi-paragraph essays based on a rhetorical strategy. The focus of this module will be the writing process to convey thought and information. Project work incorporates grammar, sentence structure, and critical thinking. It is recommended that students entering the module have basic computer literacy skills.

Credits / Hours

#### **Composition Writing B**

.5      60

This module presents the specific skills necessary for enabling the student to write original research paper. The ultimate outcome will be the production of a research paper in a specific content area. The focus will be the writing process to convey thought and information. Project work incorporates grammar, sentence structure, and critical thinking. It is recommended that students entering the module have basic computer literacy skills. A paper that meets the State Standard must be completed to receive credit for the course.

Credits / Hours

#### **Critical Interpretation and Expression**

.5      60

The module presents methods for critically reading and evaluating materials from the "mass media" i.e., newspapers, magazines, radio, TV, film, advertising, and Internet. The listener/viewer will separate fact from opinion and form conclusions based on the media messages encountered in everyday life. Also included are the development of persuasive writing, speaking strategies, and how to compose clear, well-defended statements of interpretation and opinion.

## **Essentials of Writing**

Credits / Hours

**.5      60**

The module develops basic writing skills through paragraph construction and multi-paragraph compositions.

## **Literature A**

Credits / Hours

**.5      60**

The module presents an overview of the different types of literature: essays, novel/novelette, and biography/autobiography. The principles of critical reading, writing, listening, viewing, and speaking are incorporated along with works of authors representing a multicultural perspective are included to present a world-view.

## **Literature B**

Credits / Hours

**.5      60**

The module presents an overview of the different types of literature: essays, short story, poetry, and dramatic pieces. The principles of critical reading, writing, listening, viewing, and speaking are incorporated along with works of authors representing a multicultural perspective are included to present a world-view.

## **MATHEMATICS**

### **Algebra I Applications A**

Credits / Hours

**.5      60**

This course will help students develop an understanding of algebra by solving problems progressing from the concrete to the abstract using physical models, equations, and graphs to generalize number patterns and to describe, represent, and analyze relationships among variable quantities. The student will be able to recognize problems requiring quantitative answers and use mathematical tools to:

- Methodically assign an identifier (variable) to that quantity
- Translate known or given information into a number sentence
- Solve number sentences for an unknown quantity by either algebraic manipulation or graphing
- Check the derived solution for satisfactory results

Using these concepts, students will link algebraic formulas, patterns, and functions to solve real-life problems.

### **Algebra I Applications B**

Credits / Hours

**.5      60**

This course will help students develop an understanding of algebra by solving problems progressing from the concrete to the abstract using physical models, equations, and graphs to generalize number patterns and to describe, represent, and analyze relationships among variable quantities. The student will be able to recognize problems requiring quantitative answers and use mathematical tools to:

- Methodically assign an identifier (variable) to that quantity
- Translate known or given information into a number sentence

- Solve number sentences for an unknown quantity by either algebraic manipulation or graphing
- Verify the solution for accuracy

Using these concepts, students will link algebraic formulas, patterns, and functions to solve real-life problems.

	<u>Credits / Hours</u>	
<b>Geometry Applications A</b>	<b>.5</b>	<b>60</b>

This module presents the skills needed to use geometry (the study of the size, shape, and position of objects in space) in real life situations. The focus of this module is to use geometry and spatial sense to solve problems in the physical world.

	<u>Credits / Hours</u>	
<b>Geometry Applications B</b>	<b>.5</b>	<b>60</b>

This module presents the skills needed to meet the state standards as they relate to geometry. The students will discover, learn, and apply the following geometric skills and consider them in real world situations: solid figures, introduction to trigonometry, deductive reasoning, classification of shapes, and use of more complex formulas. Students will have several opportunities to review and use concepts learned in algebra.

	<u>Credits / Hours</u>	
<b>Math Processes A (Pre-Algebra A)</b>	<b>.5</b>	<b>60</b>

After completing this module, students will have a greater math sense. It will provide an opportunity for students to refine and expand mathematical thinking skills. This module bridges the gap between arithmetic and algebra, providing a strong foundation for a student's ability to make mathematical connections in everyday life.

	<u>Credits / Hours</u>	
<b>Math Processes B (Pre-Algebra B)</b>	<b>.5</b>	<b>60</b>

After completing this module, students will have a greater math sense. It will provide an opportunity for students to refine and expand mathematical thinking skills. This module bridges the gap between arithmetic and algebra, providing a strong foundation for a student's ability to make mathematical connections in everyday life.

<b><u>SCIENCE</u></b>	<u>Credits / Hours</u>	
<b>Biology A</b>	<b>.5</b>	<b>60</b>

The purpose of this module is for students to master State Science Standard Six: Life Processes. As they investigate life processes, students will gain knowledge that can be applied to improving the health and well being of themselves and their families.

	<u>Credits / Hours</u>	
<b>Biology B</b>	<b>.5</b>	<b>60</b>

The purpose of this module is for students to master State Science Standard Seven: Diversity and Continuity of Living Things. As students gain knowledge about the diversity of life and how these differences are transmitted to future generations, they

will be able to apply this to improving their health and well-being of themselves and their families.

### **Earth Science A**

Credits / Hours

.5      60

This module allows for students to explore aspects of the diversity of Earth Science through the study of Earth, space and ecology. Students will discover the delicate relationship among Earth and other bodies in our Solar System. Students will also explore the physical characteristics of our Solar System. The student will also explore how humans are an integral part of Earth's natural system and how human activities can alter the stability of our environment and how this affects our lives at home, in the community and in the work place.

Credits / Hours

.5      60

### **Earth Science B**

This module is for students to explore Earth's systems through the study of rocks, minerals, plate tectonics, and technology. Students will discover the relationship among Earth's systems. The content will assist the learner in identifying Earth's composition, atmosphere, geosphere, hydrosphere, atmosphere, and biosphere. Interactions among these spheres have resulted in ongoing changes to the systems.

Credits / Hours

.5      60

### **Fundamentals of Chemistry**

This ½ credit module is designed to investigate the processes by which materials are changed. It includes the relationship of matter and energy to the expanding world of chemistry and the use of Scientific Inquiry to solve problems involving chemistry. The learning will gain experience using scientific laws, tools, tables, graphs and computers to compare and contrast the effects of chemistry on our environment.

Credits / Hours

.5      60

### **Forces of Motion and Mechanical Energy**

In this ½ credit module the students will study how the flow of energy drives processes of changes in all biological, chemical, physical, and geological systems. They will read, discuss and analyze findings on how energy is stored in a variety of sources and transformed into other energy forms which influence many facets of our daily lives. Newton's three laws of energy will be introduced to build understandings of diverse physical and biological systems.

## **SOCIAL STUDIES**

### **American Government**

Credits / Hours

.5      60

American Government covers the needs, types, and factors that influence government. It also covers the rights, responsibilities, and duties of an American citizen. It examines how public policy is formulated/ implemented and its impact on our daily lives. This course includes the study of the United States Constitution and the American political system.

## **Principles of Economics**

Credits / Hours

**.5      60**

This ½ credit course presents an overview of basic principles of microeconomics, economic systems, macroeconomics, and international trade. This course is concerned with the relationship that exists between business and consumers and seeks to explain the functional differences of economic systems and the values associated with them. It is also concerned with the understanding of worldwide transactions.

## **U. S. History A**

Credits / Hours

**.5      60**

This course is a study of United States History from 1820 to the Industrial Revolution. This course presents the student the opportunity to take a closer look at the events that led to the Civil War and the Reconstruction Period after the war. This study also explores the great immigration period and shows how the newcomers altered American culture and brought with them a work ethic that contributed to America's Industrial Revolution.

## **U. S. History B**

Credits / Hours

**.5      60**

Part B of the US History course covers the growth of the United States from the Age of Imperialism to the present. Students will explore life in the United States during World War I, the Great Depression, and World War II. They will explore how the Cold War changed national thinking and how the Civil Rights Movement affected the American way of life. Students will discover how technology has changed employment and life patterns in the United States and the world and examine the rise of global interdependence.

## **World Geography**

Credits / Hours

**.5      60**

In this ½ credit module, students will gain knowledge of geography that will enable them to analyze both physical features and the cultural aspects of our world. Through the use of the five themes of geography, students will identify and locate major places, cultures, settlements and physical features.

## **World History**

Credits / Hours

**.5      60**

This module of World History covers the period from 1450 through 1900. Students will study the end of the Renaissance, Age of Exploration, Absolutism and Revolution, and the Industrial Revolution to the Age of Imperialism. They will discover the roots of some present day problems that affect the political, cultural, economic, and social context of their lives.

**OTHER**

**Computer Literacy**

**Credits / Hours**

**.5      60**

This course presents in depth overviews of the technologies students need to successfully manage coursework in the James H. Groves Adult High School: i.e., basic computer skills, searching the Internet, email, and automated library services. The application of these technology skills will be emphasized throughout the course. Many assignments will build on previously learned skills in this course.

**Credits / Hours**

**Health**

**.5      60**

In this ½ credit course students will explore the following topics: alcohol and other drugs, community and environmental health, injury prevention, emotional health, nutrition, personal and consumer health, physical activity, family health and sexuality, and tobacco. As the students examine information they will be expected to: analyze the positive and negative effects of behaviors, obtain information about choices, advocate for healthy practices, and transfer what they have learned to improve their wellbeing and the wellbeing of their family.

## Exams and tests

Students enrolled in **DAAD credit courses** must go to a Groves Adult High School center or the DAAD office to take all examinations required. It is the student's responsibility to call the DAAD office during the week before the exam to schedule an appointment at a convenient Groves center or the DAAD office. Exam week dates are clearly stated on the DAAD calendar and the course syllabus.

Students enrolled in the ITTS/Writing Seminar class must make an appointment to take the required progress tests at the DCDAL office or a location to be determined with the instructor.

Students using the **GED Online** interactive software must make an appointment when progress testing or official OPT testing is needed. GED tests are given throughout the state at various locations. Details will be available from the office when students are ready for the official tests.

To be admitted to an exam, students may be asked to display a picture ID. Students without identification when it is requested will not be permitted to take the examination.

## DAAD Students: Earning credits toward graduation

The courses offered through DAAD translate into credits/units that can be applied toward a Groves diploma. To graduate from Groves, students need to earn 22 units of high school credit.

The credits required are:

English	4 units of credit
Social Studies*	3 units of credit
Mathematics**	3 units of credit
Science	3 units of credit
Health	½ Credit
Computer Literacy	1 Credit
Career Pathways	3 Credits

\*Including 1 unit of credit of US History

\*\*Including 1 unit of credit of Algebra I

The work load for a DAAD course is often more demanding than in a traditional classroom because each course is equivalent to two full semesters of course work although offered in shorter time frame. Students may earn two credits per semester.

Students may earn the necessary credits in several ways. (Details are available from the DAAD administrator.)

- ❖ Students may transfer credits earned in other states and other schools to DAAD. Students who have not participated in Groves before should have all relevant transcripts sent to DAAD and speak with a counselor to determine how many additional credits are needed.
- ❖ Students attending other Groves sites may earn additional credits by taking DAAD courses.
- ❖ Students may earn a total of 10 units of credit by meeting the requirements for the CEA 3 (Certification of Educational Attainment). Information about CEA 3 option is available from the program administrator.
- ❖ Students may earn credits by attending approved summer school programs.
- ❖ Credits may be awarded for approved employment or training experience.
- ❖ Credits may be awarded upon completion of approved vocational or apprenticeship courses.
- ❖ Veterans may be granted credit based on military training and service.
- ❖ Higher education courses will be awarded credit as designated by Delaware Department of Education policy.
- ❖ Credits may be earned through completion of approved courses in foreign countries.
- ❖ Certain community service experience may be approved for a unit of credit.
- ❖ Credits may be earned through participation in approved internship programs.

### **Grading policies (for DAAD credit courses)**

The specific weight of each assignment toward the grade will be indicated in the syllabus for each course. The total of all proctored assessments will represent at least 50% of the final grade.

The grading scale in use for assignments, exams, and final grades is:

A 100%-94%

B 93%-85%

C 84%-75%

Recycle 74% or less.

Grade reports will be issued within 2 weeks upon completion of course. **Reminder- Materials must be returned before grades will be issued.**

### **Grading policies (for ABE-At-A-Distance students)**

Completion of the required online instructional lessons and the writing assignments is denoted by a grade of "Satisfactory." Students advance to higher levels of instruction or to the official GED practice test and the GED test based on the instructor's report of their readiness and their progress test results.

### **Graduation (for DAAD students)**

The Diploma-At-A-Distance graduation ceremony is held on the first or second weekend in September. Graduates will be notified of the exact date and time.

### **Reporting a change of address and/or phone number**

Students are responsible for keeping all contact information current. **Both the instructor and the DCDAL office must be informed immediately of changes of address or phone numbers.**

### **Counseling services**

Consultation with the counselor may be arranged by calling the DCDAL office. A peer support system is also available. Students may call the office for information.

## **Students' rights and responsibilities**

Students must read the handbook carefully to be aware of all the policies and procedures of the DCDAL program, including the sections concerning the code of ethics and plagiarism. Students will sign a "Student Handbook Acknowledgement" form at the orientation session.

The statement of rights and responsibilities applies to all students in the DCDAL programs.

## **Students' Rights and Responsibilities of Groves Adult High School**

(Rev. 7/2004)

### **Statement of belief**

The administration and instructional staff of the James H. Groves Adult High School is dedicated to providing a safe environment for learning, where student responsibility and self-direction are recognized and nurtured.

### **Responsibilities**

It is the responsibility of each student to respect the rights of each teacher, student, administrator, support staff, and all others involved in the educational process. No student has the right to interfere with the education of another student.

Student responsibilities include regular school participation, conscientious effort toward classroom work, and adherence to school rules and regulations. Most of all, each student shares a responsibility with the administration and faculty to develop a school climate that is conducive to learning.

It is the responsibility of each student to

- ❖ Be aware of and comply with all state and local laws, school rules, regulations, and procedures.
- ❖ Exercise proper care when using public facilities and equipment.
- ❖ Arrange for making up work in timely manner when absent from any class or portion thereof.
- ❖ Complete all assignments when due and with thought and effort that reflects sincere interest in learning.
- ❖ Refrain from abusive, indecent, inappropriate, offensive, or obscene language, behavior, or dress.
- ❖ Volunteer information in matters related to the health, safety, and welfare of the school community and the protection of the school property and classroom setting.
- ❖ Disclose information to the administration if expelled pending expulsion, withdrew from school to avoid expulsion, on probation, or pending court appearance for a violation of the law.

## Rights

The school staff recognizes that students have rights as citizens. Each student has the right to

- ❖ Pursue educational goals without interference by others.
- ❖ Obtain descriptions, requirements, and evaluation procedures for all courses.
- ❖ Have timely response to assignments submitted to the teacher.
- ❖ Discuss, inquire, and express personal views within the school setting in an appropriate manner that does not infringe on the rights of others.
- ❖ Be treated with dignity and respect as a member of the educational community.
- ❖ Receive instruction and services consistent with State Board of Education policies.

## STUDENT CODE OF ETHICS

The Student Code of Ethics is an essential part of the DCDAL programs. Because students work independently and communicate almost entirely through electronic media, assurance that all work submitted by the student is the original work of the student is absolutely necessary. The student's signature on the "Student Handbook Acknowledgment" form indicates that the student has read the following discussion of ethical practices and agrees to follow the standards indicated.

The virtual classrooms of the DCDAL programs require that all students understand two basic issues of ethical behavior: **Cheating and Plagiarism.**

### CHEATING:

All assignments must be the work of the student only. Students may get help from someone else in order to understand how to do an assignment, but it is cheating if the student turns in work that was done by someone else. Cheating is defined as obtaining answers from unauthorized sources, copying someone else's work, or allowing someone else to represent the student as the person who has completed an assignment, and will result in removal from all DCDAL programs for one full year.

### PLAGIARISM:

*Plagiarism* is a form of copying. It usually means using the words or ideas of another person without giving credit to the author. Plagiarism also includes making slight changes in information that comes from any source (the Internet, books, articles, encyclopedias, etc.) to make someone else's writing appear to be one's own.

**Any student who plagiarizes any assignment or part of an assignment, or who allows someone else to do work in his or her place will be dropped from the Diploma-At-A-Distance or ABE-At-A-Distance program and will not be permitted to re-enroll in the DCDAL programs or any other James H. Groves program for one full year.**

DCDAL considers both deliberate and accidental plagiarism to be equally serious. A student who is in doubt about whether something he or she has written would be considered plagiarism should e-mail the instructor, who will help find a way to use the information correctly without plagiarizing.