

TUTOR MANUAL

University of Notre Dame

Academic Services for Student-Athletes
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Academic Services
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Tutor Manual

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Part I. INTRODUCTION / GOALS

Academic Services for Student-Athletes

Welcome to Academic Services for Student-Athletes. As a tutor, you are an important part of the services provided by this office.

The goal of Academic Services for Student-Athletes is to support all student-athletes, challenging each to maximize his or her academic potential. To achieve this goal the office provides, among other services, academic counseling, grade monitoring, as well as tutor and mentor assistance.

The Tutorial Program

The tutorial program is run by the Tutor Coordinator and is one of the primary methods of assistance offered to student-athletes. The primary aim of the program is to help the student-athlete through consistent professional tutorials so that the student-athlete will develop his or her skills in a given course and advance beyond the need for such assistance in the future.

Tutorial sessions are not intended to replace regular class attendance, taking thorough notes or properly preparing for essays and examinations. Tutors are expected to provide further explanation and answer questions related to course content only. **Because it is such an important role, it is asked that you commit to the program from the inception of the tutor assignment through final exams.**

This handbook is designed to help you work with the student-athlete in an effective and professional manner, and to learn and develop effective and beneficial teaching methods.

Tutor Coordinator Contact Information

Should you have any questions, please do not hesitate to contact the Tutor Coordinator:

Amanda Hall
 109 Coleman Morse Center
 Phone: (574) 631-1723
 Email: ahall2@nd.edu

Available Tutoring Times and Locations

The two locations listed below are available for tutoring during the academic year. All evening tutoring (7:00pm – 11:00pm) **MUST** take place in DeBartolo unless you have notified the Tutor Coordinator and have permission to work elsewhere. During the summer session DeBartolo is not available for tutoring.

Coleman Morse Study Center:	DeBartolo Hall:
Monday – Thursday: 8:00am to 12:00am Friday: 8:00am to 5:00pm Saturday: 12:00pm – 6:00pm <i>(excluding home football weekends)</i> Sunday: 12:00pm – 12:00am	Monday – Thursday: 7:00pm – 11:00pm Friday: closed Saturday: closed Sunday: 3:00pm – 11:00pm

During final exams these hours are generally extended; you will be notified of any changes throughout the semester. You **MUST** sign in and out with the monitor in both locations!

Part II. TUTOR QUALIFICATIONS

Tutors must be knowledgeable in the subject matter and feel comfortable and confident in explaining the course material. ASSA prefers to hire students who have taken the particular course(s) in which the student-athlete has requested a tutor, but a sound general understanding of the subject will sometimes suffice. While no specific overall GPA is required, the tutor is expected to be in good academic standing and have his or her academics under control. This is imperative as additional tutoring sessions are often requested during midterm and final examination periods.

A tutor must:

- Maintain academic integrity at all times.
- Have a comprehensive, detailed knowledge of the subject matter.
- Be able to communicate clearly.
- Exhibit patience and sensitivity in discovering the point at which the student has failed to grasp the material.
- Treat the student-athlete with professionalism, respect and courtesy.
- Teach the material in a way that is clear to the student-athlete.
- Complete tutor session reports immediately following each session.

The ability to listen carefully and then communicate with your peers is essential for effective tutoring. Tutors must be punctual and prepared for all tutoring sessions. Tutors must always be in control of the tutoring session and set a productive tone.

ASSA will not hire a tutor who feels superior to the student-athlete with whom he or she is working, nor will we hire an individual who looks down upon student-athletes in general. ASSA will not hire “fans,” or those primarily interested in meeting high-profile athletes and discussing sports. This type of behavior does not help the student-athlete and is unacceptable.

Academic integrity is understandably of the utmost importance. What constitutes plagiarism is discussed in some detail in this handbook, and even more explicitly in the *University Code of Honor*. **All tutors are expected to read and have a complete understanding of both documents.** If there are any questions please do not hesitate to contact the Tutor Coordinator. Other important aspects of tutor behavior are discussed in the section of this manual dealing with professionalism.

Restrictions

A tutor who holds another position with the University that has a direct influence on or special access to a specific course (i.e. Teaching Assistant, grader, or other position relating to academics), may **NOT** tutor a student-athlete enrolled in that course.

A tutor may not complete any of the student-athlete’s work, nor may they provide writing assistance in any subject (all writing assistance is provided through the University Writing Center).

A tutor is not permitted to advise the student-athlete on dropping a course or suggesting courses to take in future semesters.

Part III. METHODS & STRATEGIES

Preparation

You should be able to tutor in your area of expertise with a minimal amount of preparation, but you must be certain you come to every tutorial session thoroughly familiar with the topics to be discussed and ready to teach. Have a tentative plan of what you want to accomplish in each tutorial session. You have every reason to expect that the student-athlete will come to the session prepared, with all relevant texts and papers and having worked through as much of the material as possible. (It is important that you let the Tutor Coordinator know if this is not the case.) The student-athletes have the right to expect that you will be prepared as well. Be honest when you are not sure of an answer and feel free to ask for help or refer the student-athlete to the Professor or Teaching Assistant. Should you feel the need to prepare or review prior to the session, you will be paid for prep time (within reason). Please note the amount of prep time in the “notes” section of the tutor session report and include it in your total session time.

Rapport

Begin tutoring a new student-athlete by first trying to get to know him or her for a few minutes. Your effectiveness as a tutor will depend largely upon your ability to develop a good working rapport with the student-athlete, to make him or her feel comfortable and to trust and have confidence in you. Before the student-athlete will reveal academic weaknesses or accept correction from you, he/she needs to know that you respect and have an authentic interest in his or her academic progress. Avoid discussion of the student-athlete’s sport and other athletes. It is important that the student-athlete understands that you respect him or her as a student and a well-rounded person, not because he or she is an athlete.

Involving the Student

You should rarely resort to lecturing on the material the student-athlete has already read or heard about in class. Reading and lectures alone have failed to teach the student-athlete what he or she needs to know. Involve the student-athlete actively in the tutorial by first establishing what you both wish to accomplish during this session, specifically what the student-athlete wishes to understand. Then ask the student-athlete to explain what he or she does understand about the material thus far. Ask the student to give you an example to illustrate those points. You may then need to provide some background information on the subject before you can proceed. If the student does not need any background information, proceed with the tutorial but stop frequently to ask the student to explain the material to you and/or give an example that illustrates the concepts you have just discussed.

Patience

A student-athlete may be uncomfortable in a situation where their academic capabilities will be visible. It is important that you help the student-athlete develop confidence in his or her academic abilities. This can be done in part by always allowing the student-athlete time to find his or her own answers when you are working together, and having the patience to determine what the

student-athlete is asking of you in his or her questions. Learn to rephrase a difficult question instead of simply supplying the answer. A method of question, answer, and example can be particularly helpful as you try to determine what specific areas the student-athlete finds most difficult.

Never give up on a student-athlete's ability to learn. You should meet the student-athlete where they are educationally and help them grow academically.

Grades

Evaluate the student-athlete's work in terms of the progress which he or she has made with you in the tutorial rather than in terms of a course grade. Avoid guessing what kind of grade the student-athlete may receive on a specific assignment or test. Students may not receive the grade you think they deserve, and if they do not, they may lose confidence in your ability to judge their work. Part of the value of your role is that you are removed from the entire process and thus from the negative feelings that grades sometimes evoke.

Goal Setting

Be as sensitive as possible to any insecurity expressed by the student-athlete. Set limited goals with each student; such goals will help you to monitor and honestly praise signs of improvement. Avoid long-range goals, as they can be frustrating for a weak student, and concentrate instead on high but realistic short-term goals so that you can genuinely encourage and praise their progress throughout the semester. Always comment on strengths as well as weaknesses in any work the student-athlete shows you.

Professors

Avoid trying to interpret an assignment when a student has come to you without the necessary information about what he or she has been asked to do. If at all possible, send the student back to the professor for clarification on the assignment. In fact, students should be encouraged to approach their professors with any questions they have. Avoid criticizing an assignment, course, or professor. Your role is to help the student learn the material with a minimum amount of frustration and a maximum amount of learning. To do so, you must help the student whenever possible to understand the professor's point of view. The tutor should not contact the professor under any circumstances.

Progress

As you work with a student-athlete, keep in mind that success begets success. Part of your role as a tutor is to help the student-athlete set goals, make plans to achieve those goals, and review and make modifications to those goals as the semester progresses.

Part IV. TUTOR GUIDELINES

The Tutoring Process

Tutorial assistance is provided for student-athletes at their request and/or the advice of their academic counselor. Student-athletes who wish to have a tutor must meet with their academic counselor. The Tutor Coordinator will then send an email to both the tutor and the student-athlete notifying them of the tutor assignment. Tutors are **NOT** allowed to tutor student-athletes who have not been assigned to work with them unless approved by the Tutor Coordinator.

Planning a Session

It is the responsibility of the student-athlete to contact the tutor within a week of the assignment to arrange the initial tutoring session. If the student-athlete does not contact the tutor within one week, the tutor must notify the Tutor Coordinator.

The majority of tutoring sessions are “on-call” and the time will be arranged by the tutor and student-athlete. Occasionally, student-athletes will be required to attend regularly scheduled tutoring sessions that will be arranged by the student-athlete, Tutor Coordinator, and tutor.

Arranging sites for on-call tutoring other than the Coleman Morse study center or DeBartolo Hall (during the scheduled times), such as the library or the computer clusters, **MUST** be PRE-APPROVED by the Tutor Coordinator on a session-by-session basis. **If the session location is not pre-approved the tutor will not be paid.** Dormitory rooms and other private residences are not considered suitable locations for tutoring sessions.

Reporting a Tutoring Session

Immediately following the tutoring session, the tutor **MUST** complete a session report in the ASSA database. This database can be found on the designated computers in the ASSA office or the computers in the reserved DeBartolo rooms. This is to be done before leaving the ASSA office or DeBartolo. This is a **condition of employment** and **the tutor will not be paid for the session if the report is not submitted.** The session report serves as both the tutor’s timecard and the primary method of feedback regarding progress in each tutoring session. The session report must also be completed when a student-athlete fails to show up for a scheduled session (in which case the tutor will be compensated for up to 30 minutes of the time they spent waiting).

If you are unable to use the computers to report a tutoring session, please send an email to the Tutor Coordinator. On page 12 of this manual you will find a copy of the information that should be included in this email. Tutor reports must be emailed immediately following the session. **Session reports received after the date of tutoring will not be accepted and the tutor will not be paid!**

Please pay particular attention to the comments section of the session report. These comments regarding the tutoring session provide important information

to the academic counselors, and you are required to thoroughly complete this section.

The session report is candid and the counselors will use discretion when discussing this information with a student-athlete. The student-athletes do not have access to tutor session reports. Your assistance in the early identification of a problem is critical in order to avoid larger problems that could result when small problems go unnoticed and/or uncorrected.

Parking for Off-Campus Tutors

Please do **NOT** park in the reserved spaces by the building. All normal University parking regulations apply.

Pay Schedule

Tutors will be paid every two weeks. It is mandated by the University of Notre Dame that all employees use direct deposit for payment. You may set up direct deposit with any bank or credit union, be it local or in your hometown. Please make sure you are properly signed up for this procedure through the Payroll Department. See the Tutor Coordinator for all employment paperwork and any questions.

Books and Materials

Academic Services will provide books and materials for tutors. Please see the Tutor Coordinator if you would like to borrow the course textbook. All textbooks must be returned to the Tutor Coordinator at the end of each semester. Under no circumstances is a tutor permitted to sell an ASSA textbook back to the bookstore.

NCAA Guidelines for Tutors

In addition to the guidelines regarding Academic Honor Code, tutors must also follow these specific guidelines listed below. These guidelines have been enforced by the NCAA.

- The tutor cannot tutor someone they are dating or have ever dated.
- The tutor cannot tutor roommates or suitemates.
- The tutor cannot tutor someone with whom they have a “pre-existing friendship” or if they know them “socially.” This is defined as a friendship which includes exchanged gifts or meals.
- The tutor cannot accept a gift of any kind from someone they are tutoring: no meals, no drinks, no money, no complimentary tickets to any ND sporting event, no material items (e.g., flowers, candy, clothing, jewelry, books).
- The tutor cannot give a gift of any kind to a student-athlete they are tutoring.
- The tutor cannot give the student-athlete a ride outside of the local area (30-mile radius).
- A tutor cannot gamble on athletics. They cannot place nor accept bets, and they cannot give information to a bookie.

Part V. PROFESSIONALISM

Conduct

Tutors must conduct themselves in a professional manner in all aspects of their relationship with the student-athletes. As a tutor, you have been hired to provide a service. Everything about your dress and conduct should reflect that you are working for Academic Services for Student-Athletes. In this capacity, it is important that you never criticize (directly or indirectly) an assignment, a course, or a professor. Also, as mentioned previously, tutors must be on time and prepared for all tutorial sessions that have been scheduled.

Confidentiality

Confidentiality is one of the most important aspects of your relationship with the student-athlete. Mutual respect and trust are at the heart of any tutoring relationship. If the student-athletes feel that they can trust you, they are more likely to cooperate fully and learn from you. Therefore, you must be particularly careful in your conversations not to discuss the student-athletes you work with, either their academic progress or their personal lives. Even the most harmless remark may be perceived as a form of invasion of the student-athlete's privacy and betrayal of trust. Any lapses in confidentiality will be viewed by this office as grounds for dismissal.

Academic Integrity

Academic integrity is essential in a tutoring relationship. Never do any work for the student-athlete. If you are ever asked to do more than help the student-athlete understand the material, you must make it clear that you cannot and will not do so. Any conversation of this nature should be reported to the Tutor Coordinator. Regarding writing assistance, to avoid any confusion concerning what is acceptable and appropriate, ALL writing help is to be provided exclusively through the University Writing Center, NEVER by ASSA tutors and mentors.

University Code of Honor & NCAA Regulations

Any inappropriate help given to a student-athlete is considered a serious violation of both our office policies and the Code of Honor. As a student who tutors student-athletes, you are also subject to NCAA regulations. Such a violation could have very serious repercussions from our office and from the University for both the tutor and the student-athlete. Any violation involving inappropriate help could result in immediate dismissal of the tutor from our office and could result in the tutor's appearance before the Honor Code committee. As a tutor, you hold a position of trust; your integrity must be above reproach and an example for the student-athlete.

Professionalism

If your relationship with the student-athlete begins to extend beyond the scope of a traditional tutoring bond, you must inform the Tutor Coordinator immediately. You will then be re-assigned to work with a different student-athlete for the duration of the semester. It is inappropriate and unacceptable to

be working with someone with whom you have a relationship that goes beyond what is expected as an employee of Academic Services for Student-Athletes.

Conclusion

As a tutor, you are a valuable resource for student-athletes and for the department of Academic Services for Student-Athletes. This manual has been designed to answer frequently asked questions and discuss policies and procedures regarding the tutorial program. It is important that you continue to ask questions and secure answers. Your comments and suggestions are always welcome.

Part VI. SESSION REPORTS

Session Reports

The following information should be included in each session report emailed to the Tutor Coordinator:

Tutor Name:

Tutor Password:

Date:

Time:

Location:

Student-Athlete Name(s):

Course:

Was the student on time?

How well does the student understand the material?

Was the student prepared?

Comments about the session:

Date/Time/Location of Next Meeting or On Call?

Session Report Examples

Example 1:

Name: John Smith

Password: smith21

Date: 11/12/04

Time: 7:30 pm – 9:30pm

Location: 204 DeBartolo

Student Name: Jane Doe

Course: ACCT 231

Was the student on time? Yes

How well does the student understand the material? Jane has an excellent understanding of the material.

Was the student prepared? Yes

Comments about the session: Jane mainly had questions on transaction analysis problems; we went through her old exams and discussed those problems, in addition to the problem in the course packet. I gave her some pointers on how to think about those problems, and she seemed to understand pretty well after she thought about most of the transactions. We also went over a bond amortization table and some journal entries, and she got a little hung up on the accrual but by the end of the session could easily work these problems.

Date/Time/Location of Next Meeting or On Call? 11/23/04 5:30 pm at CoMo

Example 2:

Name: John Smith

Password: smith

Date: 11/12/04

Time: 7:30 pm – 9:30pm

Location: 204 DeBartolo

Student Name: Mary Johnson

Course: ACCT 231

Was the student on time? No---10 minutes late.

How well does the student understand the material? Limited understanding of the material.

Was the student prepared? Yes

Comments about the session: Mary and I began reviewing for the final. We went through some stockholder's equity problems and part of a bond problem. Mary needs to practice setting up a bond discount amortization table; it took her too long and she kept looking at her notes. We talked through a cash flow problem and I suggested she read through the slides for a better understanding of the material.

Date/Time/Location of Next Meeting or On Call? 11/23/04 5:30 pm at DeBart

Part VII. TUTOR PERFORMANCE EVALUATION

** Please note: This form can be found and submitted online at www.nd.edu/~assa/form.*

ASSA asks all student-athletes to complete the below Tutor Performance Evaluation at the end of each semester. Please see the Tutor Coordinator if you would like feedback provided by the student-athlete.

Tutor's Name: _____

Sport: _____

Course Tutored: _____

of Sessions: _____

	Needs Significant Improvement	Needs Some Improvement	Satisfactory	Very Good	Exceptional
Knowledge of the course	1	2	3	4	5
Level of preparation	1	2	3	4	5
Variety of teaching techniques	1	2	3	4	5
Ability to answer questions	1	2	3	4	5
Ability to prepare you to work independently	1	2	3	4	5
Patience	1	2	3	4	5
Ability to teach at your level of understanding	1	2	3	4	5
Availability/flexibility to meet with you	1	2	3	4	5
Conduct & Respect	1	2	3	4	5
Overall effectiveness of tutoring	1	2	3	4	5

Do you have any specific needs or concerns that are not being met?

Are there ways in which tutoring services can be improved?

Part VIII. TUTORIAL PROGRAM EVALUATION

** Please note: This form can be found and submitted online at www.nd.edu/~assa/form.*

ASSA asks all tutors to complete the below Tutorial Program Evaluation at the end of each semester. Your feedback and honest assessment of the Tutorial Program is helpful in improving the program for future semesters.

Name (optional): _____ **Date:** _____

Position: _____

The following questions address your experiences with the Tutor Coordinator and the Tutorial Program.

	Needs Significant Improvement	Needs Some Improvement	Satisfactory	Very Good	Exceptional
Tutor Coordinator's timeliness in responding to calls/emails	1	2	3	4	5
Tutor Coordinator's conduct & respect towards employees	1	2	3	4	5
Tutor Coordinator's ability to answer your questions	1	2	3	4	5
Tutor Coordinator's ability to prepare you to work in Academic Services for Student-Athletes	1	2	3	4	5
Experience with session reporting/computer system	1	2	3	4	5
Atmosphere (learning conducive? comfortable? quiet?)	1	2	3	4	5
Effectiveness of the tutor manual	1	2	3	4	5
Effectiveness of orientation sessions	1	2	3	4	5
Overall professionalism of the Tutor Coordinator	1	2	3	4	5
Overall impression of the program	1	2	3	4	5

What can the tutor coordinator do to assist you in becoming a better tutor?

What areas of the tutoring program do you think work best?

Are there ways in which tutoring services can be improved?

Any additional comments or concerns

** Please retain this copy for your records.*

**Academic Services for Student-Athletes
University of Notre Dame**

If you have any questions regarding NCAA regulations, ask an Academic Services for Student-Athletes employee or member of the University of Notre Dame Compliance staff before doing something that may jeopardize a student-athlete's eligibility to participate in intercollegiate athletics. By signing below you are verifying that you have read and understand the tutor manual and will adhere to these guidelines.

Name (print): _____ Date: _____

Name (sign): _____

** Please retain this copy for your records.*

**Academic Services for Student Athletes
NCAA Rules and Regulations and Tutor Guidelines**

As an employee of the University of Notre Dame who works with student-athletes, a tutor is subject to NCAA rules and regulations. The NCAA defines an “extra benefit” as any special arrangement by an institutional employee or a representative of the institution’s athletics interests (i.e., booster) to provide a student-athlete (or a student-athlete’s relative or friend) a benefit not expressly authorized by NCAA legislation. Receipt of a benefit by a student-athlete or a student-athlete’s relative or friend is not a violation of NCAA legislation if it is demonstrated that that the benefit is generally available to students or their relatives or friends or to a particular segment of the student body (e.g., foreign students, minority students) determined on a basis unrelated to athletics ability. In other words, if a benefit provided to a student-athlete or a student-athlete’s relative or friend is not generally available to the public or the student body, the benefit is an extra benefit and its provision is a violation of NCAA legislation.

As a tutor, it is imperative that you adhere to the following guidelines. Your failure to adhere to these provisions may jeopardize the welfare of the University, the eligibility of student-athletes, and your employment status. A tutor holds a position of trust, his or her integrity must be above reproach, and he or she is expected to set an example for student-athletes.

1. A student-athlete may NOT accept anything from a tutor, and a tutor may NOT accept anything from a student-athlete. Impermissible benefits include, but are not limited to, use of a car, clothes, gifts, money, meals, snacks, and coffee. (Please see the above definition of an “extra benefit.”)
2. A tutor may provide a student-athlete with transportation within a 30-mile radius of campus. However, a tutor may NOT provide a student-athlete with transportation outside of a 30-mile radius of campus.
3. A student-athlete may NOT use Academic Services for Student-Athletes equipment or staff member access codes to make long-distance telephone calls.
4. A student-athlete may use the Academic Services for Student-Athletes copy machine and fax machine for academic purposes. However, a student-athlete may NOT use the Academic Services for Student-Athletes copy machine and fax machine for other purposes.
5. A tutor may NOT type papers, reports, letters, or other academic work for a student-athlete.
6. A tutor may NOT participate in sports wagering activities. Sports wagering includes placing, accepting, or soliciting a wager of any type with any individual or organization on any intercollegiate, amateur, or professional team or contest. Examples of sports wagering include, but are not limited to, the use of a bookmaker or parlay card; Internet sports wagering; auctions in which bids are placed on teams, individuals, or contests; and pools or fantasy leagues in which an entry fee is required and there is an opportunity to win a prize. In addition, a tutor may NOT provide information to individuals associated with or involved in sports wagering activities (e.g., bookies, runners).
7. Tutoring may NOT occur outside of designated tutoring areas unless approved by the Tutor Coordinator.
8. You may NOT tutor a student-athlete with whom you have a pre-existing social relationship.
9. You may NOT tutor a student-athlete you have dated or are currently dating. If a romantic relationship develops, you must immediately inform the Tutor Coordinator, and you will be reassigned to work with another student-athlete.

If you have questions related to NCAA rules and regulations and the above guidelines, please contact the Tutor Coordinator, another member of the Academic Services for Student-Athletes staff, or a member of the Athletics Compliance staff. Ask a question before engaging in behavior that may jeopardize the welfare of the University, the eligibility of student-athletes, and your employment status.

By signing below, you verify that you have read, understand, and will adhere to NCAA rules and regulations and the above guidelines.

Name _____

Signature _____

Date _____

**Please retain this copy for your records.*

The National Tutoring Association Code of Ethics

1. I understand that my role as a tutor is to never do the student's work for him or her.
2. I will give honest feedback to the student I serve and will not insult my student with false hope or empty flattery; I will always demonstrate faith in my student's learning abilities.
3. I understand that my relationship to the student is professional and not personal.
4. I will show respect for my student's cultural background and personal value system.
5. I recognize that I may not have all the answers to student questions. In this event, I will seek assistance in finding answers to the student's questions and/or direct the student to an appropriate resource for the information.
6. I will maintain accurate records of tutoring sessions as expected and required.
7. I will respect my student's personal dignity at all times.
8. I will be on time for tutoring appointments, not only out of courtesy, but to be a good example for my student to follow.
9. I will keep all information about the student whom I am assigned confidential.
10. I understand that my ultimate goal is to assist my student in learning how he or she best learns and to help my student develop the skills to achieve his or her best, most efficient learning.
11. I will share any concerns I have with my supervisor.
12. I expect to learn along with my student.
13. I will keep current in both my subject area(s) and learning methodologies.
14. I will remain flexible to my approach to student learning, respectful of the various learning styles.
15. I will share techniques for improved study skills with my students.

Name (print): _____ Date: _____

Name (sign): _____

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