



Gold Medal Standards for Amateur Basketball



A framework of principles and practical implementation strategies to help amateur basketball programs achieve their highest goals concerning sportsmanship, ethics and character building.



CHARACTER COUNTS! SPORTS NATIONAL OFFICE
9841 AIRPORT BLVD., SUITE 300, LOS ANGELES, CA 90045
(310) 846-4800 / (800) 711-2670 / (310) 846-4858, FAX

Pursuing Victory With Honor

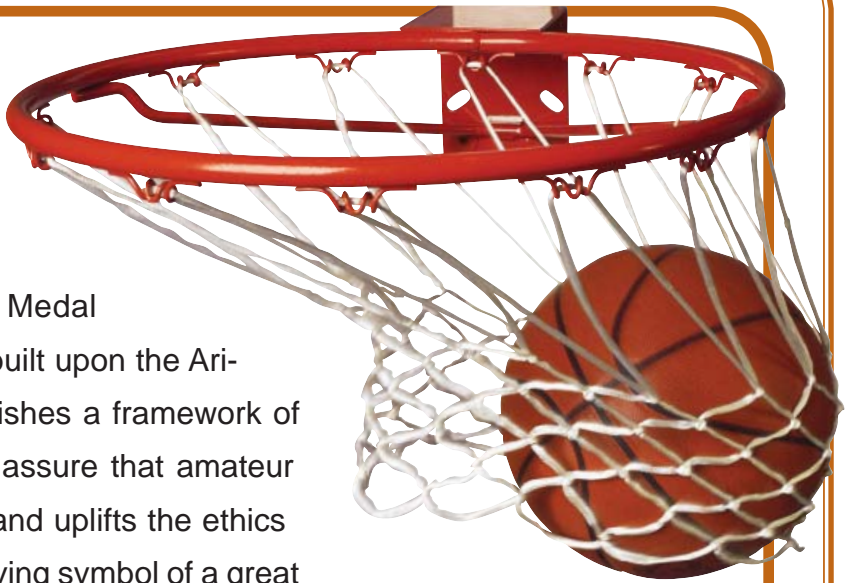
Gold Medal Standards for Amateur Basketball

CHARACTER COUNTS! Sports (a division of the Josephson Institute of Ethics) and the National Association of Basketball Coaches convened in August 2001 a conference in Kansas City, MO, of leaders in intercollegiate and interscholastic basketball. These delegates drafted the *Gold Medal Standards for Amateur Basketball* as a detailed implementation strategy for the Arizona Sports Summit Accord, which hundreds of major sports organizations have adopted since its debut in May 1999. Written and endorsed by men and women deeply involved in all aspects of amateur basketball, the Gold Medal Standards for Amateur Basketball provides a framework to strengthen the sport.

Summit Delegates Who Drafted and Signed the Gold Medal Standards

- **Dick Baddour**, athletic director, UNC-Chapel Hill
- **Steve Baker**, president, National Association of Intercollegiate Athletics (NAIA)
- **Dutch Baughman**, executive director, Division IA Athletic Directors Association
- **Jim Boenheim**, coach, Syracuse Univ.
- **Dan Boggan**, c.o.o. and senior v.p., NCAA
- **Charles Breithaupt**, director of athletics, University Interscholastic League (Texas)
- **Ken Carter**, coach, Richmond (CA) High School
- **Carol Cartwright**, president, Kent State Univ.; Knight Commission 2001
- **Dale Clayton**, coach, Carson-Newman College
- **Dick Davey**, coach, Santa Clara Univ.
- **Jim Delany**, commissioner, Big Ten Conference
- **Bobby Dodd**, president, Amateur Athletic Union
- **Vince Dooley**, athletic director, Univ. of Georgia
- **Herman Frazier**, athletic director, Univ. of Alabama, Birmingham; vice chair, USOC
- **Bob Frederick**, athletic director, Univ. of Kansas
- **Dave Fry**, executive director, Illinois High School Association
- **Sen. Susan Gerard**, Arizona Legislature
- **Jim Haney**, executive director, NABC
- **Sen. Carl Hawkinson**, Illinois State Legislature
- **Marie Ishida**, executive director, California Interscholastic Federation
- **Betty Jaynes**, consultant, Women's Basketball Coaches Assn.
- **Jack Jewett**, president, Arizona Board of Regents
- **Michael Josephson**, founder, Josephson Institute, CHARACTER COUNTS!, Pursuing Victory With Honor
- **Robert Kanaby**, executive director, National Federation of State High School Associations
- **Ken Kaufman**, assistant athletic director, Worcester Polytechnic Institute
- **Gene Keady**, president, NABC; athletic director, coach, Purdue University
- **Dale Kelley**, coordinator, men's basketball referees, Big XII, Conference USA, Sunbelt
- **Ernie Kent**, coach, Univ. of Oregon
- **Bob Lawless**, president, Univ. of Tulsa; chair, NCAA Executive Committee
- **Jim Livengood**, athletic director, Univ. of Arizona
- **Barry Mano**, president, National Association of Sports Officials (NASO)
- **Reggie Minton**, associate executive director, NABC
- **James Moeser**, chancellor, UNC-Chapel Hill
- **Mike Montgomery**, coach, Stanford Univ.
- **Dave Odom**, coach, Univ. of South Carolina
- **Judy Rose**, athletic director, UNC-Charlotte
- **Ed Rush**, director of officials, Nat'l Basketball Assn.
- **Kelvin Sampson**, coach, Univ. of Oklahoma
- **Rod Seaford**, chairman, AAU Board of Review
- **Jim Seward**, coach, Univ. of Central Oklahoma
- **Harold Slemmer**, executive director, Arizona Interscholastic Assn.
- **Orlando "Tubby" Smith**, coach, Univ. of Kentucky
- **Mary Struckhoff**, associate director, National Federation of State High School Associations
- **Kevin Weiberg**, commissioner, Big XII Conference
- **Roy Williams**, coach, Univ. of Kansas
- **Bob Williams**, coach, Schaumburg (IL) High School
- **Willis Wilson**, coach, Rice Univ.
- **Morgan Wootten**, coach, DeMatha Catholic High School (Hyattsville, MD)

Amateur basketball has a tremendous impact on American culture, from the millions of young people who play it to the millions of others who watch it. The Gold Medal Standards for Amateur Basketball, built upon the Arizona Sports Summit Accord, establishes a framework of principles and policies designed to assure that amateur basketball enhances the character and uplifts the ethics of the nation and that it becomes a living symbol of a great



PRINCIPLE I: Articulate the Objectives of the Athletic Program

Those who govern amateur basketball programs should determine and articulate the real and true objectives of the program in the context of the institution's overall mission and the potentially competing models of sport: recreation (fun and enjoyment), education (character and life skills development), competition (determining who is best), and business (revenue and public relations).

1.1. Clarify the Mission of Athletic Program. The chief executives and the governing boards of organizations offering amateur basketball programs (e.g., trustees, regents, boards of education, boards of directors and youth directors) should articulate a clear, honest and realistic statement of mission for the program that is consistent with the overall educational mission of the institution.

1.1 (a). Specify Additional Goals for Basketball Program. In formulating the mission of the athletic program, there should be a frank discussion of whether, in view of its revenue and publicity generating potential, the institution has different expectations and goals for basketball.

Additional goals and objectives for the basketball program should be clearly specified and consistent with the overall educational mission of the institution.

1.1 (b). Examine All Aspects of the Basketball Program in Relation to Stated Mission. The mission statement should be widely disseminated and discussed throughout the organization and each major element of the basketball program should be examined in relation to the mission, including hiring and compensation practices for athletic personnel; recruiting, admission and academic support practices for student-athletes; codes of conduct; and relationships with commercial entities.

1.2. Hire and Retain to Advance Overall Mission. In hiring, retaining and promoting athletic directors, teacher-coaches, youth directors, trainers and other athletic department employees, their willingness and ability to pursue the academic, sportsmanship and character-building goals of the program should be a paramount consideration, and achievement of these goals should be a major factor in job performance reviews.

1.2 (a). Incorporate Academic, Sportsmanship and Character-Building Objectives in Job Descriptions. Job descriptions for athletic personnel should explicitly state that the pursuit and achievement of the organization's academic, sportsmanship and character-building objectives are requirements of the job.

1.2 (b). Emphasize the Coach's Role as a Teacher.

Coaches should be viewed, first and foremost, as teachers and educators. This aspect of the coach's responsibilities should be clearly stated in employment agreements and should be a central part of an annual evaluation of the teacher-coach's performance. Where the phrase is not awkward or inappropriate in the context, use of the designation "teacher-coach" is encouraged in the same way as the term "student-athlete."

1.2 (c). Ensure That Contractual Commitments Are Consistent With Mission.

Subject to governing board policies, the highest executive officer of the organization or his/her designee should review and approve all head coaching and other major employment contracts to assure that the person hired understands and is committed to the institution's academic, sportsmanship and character-building objectives and that the overall compensation as well as specific incentives and disincentives in employment contracts are fully consistent with those goals.

1.2 (c)(1). Ensure That Incentives Are Consistent With Academic, Sportsmanship and Character-Building Objectives.

Because incentives in employment contracts send powerful messages about the priorities and values of an organization, athletic administrators should consider very carefully the potential impact of any incentives and disincentives proposed or agreed to in the context of academic, sportsmanship and character-building objectives.

1.2 (c)(2). Discourage Financial Incentives for Athletic Performance.

Most teacher-coaches and athletic administrators are highly competitive and have strong instincts to pursue both excellence and victory. Financial incentives tied to winning games or championships or reaching post-season playoffs are not likely to increase effort or performance in any positive way. On the other hand, such incentives may send the inappropriate message that winning rather than education is the dominant goal of the sports program. Sports programs that presently provide financial incentives tied to athletic performance are encouraged to discontinue them in future contracts.

1.2 (c)(3). Make Academic Performance a Major Factor.

The academic performance of student-athletes including grades, progress towards graduation and actual graduation should be a major factor in evaluating the performance of teacher-coaches. If bonuses or other financial incentives are offered for the athletic performance of the

team, incentives of similar size should be offered for the academic performance of student-athletes.

1.2 (c)(4). Deal Directly With Teacher-Coaches.

Because employment contracts with head coaches can be complex, both the teacher-coach and the institution are well-advised to have their agreements reviewed by professional representatives. Nevertheless, discussions and negotiations should be directly with the teacher-coach, not an agent or representative. Direct discussions with agents in the absence of the teacher-coach should be discouraged.

1.2 (c)(5). Hold Coaches Accountable for On-Court Conduct of Student-Athletes.

Coaches have the power to assure that their student-athletes abide by high standards of sportsmanship and conduct themselves in an appropriate manner. Employment agreements should clearly establish that coaches will be held accountable not only for the conduct of their student-athletes on the court, but also for educating the student-athletes about their responsibilities off the court.

1.2 (c)(6). Stress the Importance of Honoring Commitments.

The ethical and legal responsibilities arising from commitments and promises impose a heavy burden on administrators and teacher-coaches to model trustworthiness. All parties should live up to their contractual commitments and moral obligations mindful that student-athletes, parents, assistant coaches and others may rely on the expectation that the teacher-coach will be associated with the program for the entire term of the contract. Contracts should clearly state the conditions for retention including expectations regarding wins-loss records, revenues, attendance and participation in post-season games, as well as exit strategies under which the contract can be terminated by either party and the consequences, if any, for early termination.

1.2 (c)(7). Avoid Mid-Season Terminations.

An employment agreement in an educational context commits the employer to give the employee the term of the contract to develop and perform. Terminating a teacher-coach can have professional consequences that cannot be completely compensated for by money. Moreover, a change of coaches can be demoralizing and disruptive to student-athletes. Except in the case of extreme misconduct or insubordination, no teacher-coach should be terminated during a season.

1.2 (c)(8). Avoid Mid-Season Resignations. A teacher-coach who decides to terminate an employment contract through voluntary resignation can cause serious harm to the institution in terms of expense, demoralization of student-athletes and staff, roster instability, feelings of betrayal, and the disruption of the program while and after the employer finds and hires a replacement. Any consideration of resignation during the term of a contract should heavily weigh these consequences, and except in cases of extreme personal necessity or other compelling factor no teacher-coach should resign during a season.

1.3. Conduct Annual Performance Reviews in Relation to Mission. Sports administrators and teacher-coaches are institutional/program employees and, as such, should be given a written performance review at least annually with respect to their pursuit of the athletic and institutional missions, compliance with relevant codes of conduct, and the letter and spirit of the principles articulated in this document.

PRINCIPLE 2: Promote Sportsmanship and Character Development

Amateur basketball programs should be designed to promote sportsmanship, foster good character and teach positive life skills that will help student-athletes become personally successful and socially responsible by teaching, enforcing, advocating and modeling trustworthiness, respect, responsibility, fairness, caring and citizenship (the Six Pillars of Character).

2.1. Adopt Comprehensive Codes of Conduct. In addition to institutional policies and codes of conduct, athletic programs should adopt and enforce the appropriate Pursuing Victory With Honor Codes of Conduct for Student-Athletes, Teacher-Coaches, Athletic Administrators, Parents, Spectators and Officials (or similar comprehensive codes of conduct that promote the same ideals). The Codes of Conduct should be disseminated to all the major stakeholders. [For model codes online, see www.charactercounts.org.]

2.2. Disseminate These Gold Medal Standards. Complete copies and summaries of the goals and essence

of these Gold Medal Standards should be widely disseminated to academic and athletic administrators, teacher-coaches, student-athletes, faculty and the general public.

2.3. Establish and Implement a Communication and Enforcement Strategy. A comprehensive communication and enforcement strategy should be implemented to assure that teacher-coaches, student-athletes, parents and others fully understand the standards that apply to them and that they will be held accountable to those standards.

2.3 (a). Communicate Sportsmanship and Character-Building Objectives During Recruiting. Where recruiting is permitted, discussions with potential athletes and their parents and printed materials and websites about the program should emphasize the importance of academics, ethics, sportsmanship and character-building.

2.3 (b). Stress Sportsmanship and Character-Building Objectives in Pre-Season Communications. In pre-season communications and meetings with players and parents, the codes of conduct should be explained and the organization's commitment to academic, sportsmanship and character-building objectives should be emphasized.

2.3 (c). Establish Annual Address by Organization's Leader. The leader of the organization (e.g., high school principal, college president, youth organization executive director) should personally meet with athletic teams and other personnel annually to declare the organization's nonathletic objectives and remind teacher-coaches, student-athletes, and athletic administrators of the high standards they are expected to meet.

2.3 (d). Enforce Standards of Conduct. Athletic programs should develop and employ a system to evaluate charges of on- or off-court behavior that violates a code of conduct. The system should provide appropriate sanctions that demonstrate the organization's commitment to its sportsmanship, ethical and character-building goals.

2.3 (e). Communicate Role-Modeling and Ambassador Responsibilities. Athletic directors and teacher-coaches should clearly and regularly emphasize in oral and written communications the on- and off-court responsibility of teacher-coaches and student-athletes to be worthy role models and positive ambassadors for the institution and the basketball program.

2.3 (f). Establish or Enhance Student-Athlete Leadership Outreach Programs. Colleges and high schools should establish new student-athlete leadership programs or enhance existing ones (such as the NCAA “CHAMPS/ Life Skills“ and NAIA Champions of Character programs) to send select student-athletes into schools and youth organizations to teach others about the importance of good sportsmanship and character. The programs should also facilitate and encourage student-athletes to serve as game officials for high school and other youth sports.

2.3 (g). Ask Teacher-Coaches to Help Control Unruly Home Crowds. On their own initiative or at the request of those responsible for game management, teacher-coaches of home teams should make reasonable efforts to help control the behavior of unruly or abusive fans through public address announcements or other means.

2.3 (h). Require Contracted Media to Support Academic, Sportsmanship and Character-Building Objectives. Game and broadcast announcers and other media contracted by an organization to cover its athletic program should be required to play a constructive role in promoting the academic, sportsmanship and character-building objectives in commentaries and game coverage and they should be encouraged to develop positive features that emphasize the positive aspects of sports.

2.3 (i). Require Game Officials to Actively Support Sportsmanship and Character-Building Goals. Through written and oral communications athletic programs should assure that officials and those who assign officials agree to abide by the adopted Code of Conduct for Officials and enforce game rules in a manner that advances the institution’s sportsmanship and character-building goals.

2.3 (j). Require Spirit Groups to Actively Support Sportsmanship and Character-Building Goals. Persons in charge of spirit groups such as bands, mascots and cheerleaders should be informed of the sportsmanship and character-building goals of the athletic program and be held accountable to assure that members of their organizations conduct themselves in a manner that advances those goals.

2.3 (k). Encourage and Enforce Good Sportsmanship From Spectators. Because the quality of a sports experience can be dramatically influenced at all levels of

athletic competition by the conduct of parents and spectators, those responsible for game management should vigorously promote good sportsmanship and assure that policies and personnel are in place to deal effectively with improper behavior including profane and unreasonably abusive conduct directed toward players, coaches and game officials. Pre-game announcements, signage, statements on printed materials and other means should be used to assure that the sportsmanship and character-building goals of the organization are prominently promoted at sports venues.

2.3 (l). Demand Cooperation and Support of Boosters. Because the activity of booster organizations and individual boosters can have a major impact on school-based sports programs, athletic administrators should establish communication channels with boosters and foundations to be certain that they understand and comply with applicable rules and regulations including those relating to recruiting and compensation of student-athletes.

2.4. Regularly and Consistently Teach, Enforce, Advocate and Model (T.E.A.M) Good Character and Sportsmanship During Practice and in Games.

2.4 (a). Use and Reinforce Six Pillars Vocabulary. Teacher-coaches should regularly discuss and demand ethical conduct and good sportsmanship and, wherever appropriate, use the vocabulary and concepts of the “Six Pillars of Character” — trustworthiness, respect, responsibility, fairness, caring and citizenship.

2.4 (b). Stress Honor as a Prerequisite to Victory. Teacher-coaches should continually stress that good character, ethics and sportsmanship are essential to honorable athletic competition and that victory attained in any other way is empty and unworthy.

2.4 (c). Teach Ethical Judgment. Teacher-coaches should teach student-athletes to discern and deal with ethical and sportsmanship issues by discussing them in relation to specific situations occurring or likely to occur during practice and games and by explicitly informing players how they are expected to behave in those situations.

2.4 (d). Teach the Spirit of Rules. Teacher-coaches should demonstrate their commitment to the highest stan-

dards of sportsmanship and the principle that honorable competitors should abide by the spirit as well as the letter of rules. They should speak openly and often to student-athletes about this principle and seek to assure that athletes understand and adhere to the spirit of the rules.

2.4 (e). Establish Rituals That Reinforce Sportsmanship. Teacher-coaches should establish and regularly practice pre- and post-game rituals and traditions that reinforce dedication to the principles of sportsmanship.

2.4 (f). Prohibit Hazing. Teacher-coaches should establish and rigorously enforce team rules prohibiting hazing and other dangerous or demeaning initiation practices.

2.4 (g). Demand Respect During National Anthem. Teacher-coaches should assure that their teams are on the court and standing in respectful attention during the National Anthem.

2.4 (h). Acknowledge and Reinforce Good Sportsmanship. Teacher-coaches should specifically acknowledge and reinforce acts of good sportsmanship during games, at team meetings and during year-end banquets.

PRINCIPLE 3: Assure That the Overall Well-being of Student-Athletes Is Placed Above Winning.

Amateur basketball programs should pursue sports performance goals as well as educational, sportsmanship and character-building objectives in a manner that assures that the overall academic, social, emotional, physical and ethical well-being of student-athletes is always placed above winning.

3.1. Stress Primacy of Student-Athlete Well-Being. Those who hire and retain coaches and athletic administrators should stress during interviews and in employment and independent contractor agreements that the desire to win and other objectives concerning competitive success and revenue production must never take precedence over the social, emotional, physical and ethical well-being of student-athletes.

3.2. Ensure That Practice and Playing Schedules Support Academic Achievement.

3.2 (a). Do Not Allow Athletic Demands to Prevent Student-Athletes From Achieving Academic Potential. Academic and athletic administrators at colleges and secondary schools should work with conferences, leagues and associations to assure that intercollegiate and interscholastic schedules (including practices, championship tournaments and pre- and post-season games) do not unduly interfere with the ability and motivation of student-athletes to achieve their academic potential.

3.2 (b). Abide by Rules Limiting Practices and Games. The governing boards of athletic associations and educational institutions should review existing practices to assure that school-based athletic programs are complying with the letter and spirit of regulations governing the length of seasons, the number of games and the amount of practice time required or expected weekly by coaches (including “voluntary“ weight-training, unsupervised practices and other means of preparation that athletes know are essential to stay in the teacher-coach’s good graces). If a disparity is found between the rules and the reality, either the rules should be changed to reflect reality or the rules should be more vigorously enforced so that the goals of the regulations are achieved.

3.2 (c). Put Health of Athletes Above Other Considerations. Above and beyond legitimate concerns about the impact of heavy athletic schedules on the academic life of student-athletes, at the high school level there are additional concerns about the health impact of some interscholastic schedules, including so-called voluntary practices and games, especially when combined with additional games and practices occurring in nonscholastic summer leagues and tournaments. High school athletic associations should work with collegiate administrators and coaches, legislators and the sponsors of nonscholastic basketball to establish standards and regulations that put the health of young athletes above other considerations.

3.3. Safeguard Physical and Emotional Health of Those Involved in Sports.

3.3 (a). Seek to Provide a Safe Environment. Athletic administrators should endeavor to provide a safe sports environment free of physical and verbal abuse and one that is prudent with regard to safety risks. Those in charge of game management should assure that policies and personnel are in place to minimize risks to the physical safety of players, coaches and game officials.

3.3 (b). Educate Regarding Illegal Substances. Athletic administrators should assure that teacher-coaches and trainers are thoroughly educated as to the health, legal and moral considerations associated with the use of illegal substances (including recreational and performance-enhancing drugs and, for minors, tobacco products and alcohol) and that they convey this information to student-athletes.

3.3 (b)(1). Discourage Use of Illegal Substances. In addition to prohibiting the use of illegal substances, athletic administrators should discuss with student-athletes the potential physical impact of substance abuse as well as the legal and moral issues involved.

3.3 (b)(2). Establish Policies Regarding Use of Illegal Substances. Student-athletes should be fully informed about the laws and rules as well as the serious personal and athletic consequences related to their violation. Clear institutional policies regarding the consequences for the use of illegal substances, during the season and off-season, should be articulated and consistently enforced.

3.3 (c). Educate Regarding Unhealthy Substances. Teacher-coaches should assure that student-athletes understand the health risks involved in the use of certain legal substances including nutritional supplements, and for adult athletes, tobacco products and alcohol (including binge drinking). The use of unhealthy substances should be prohibited or strongly discouraged.

3.3 (d). Educate Regarding Unhealthy Habits and Eating Disorders. Teacher-coaches should discourage unhealthy lifestyles and eating habits, including the rapid gaining or losing of weight, and assure that student-athletes can identify and understand the health risks involved in medically recognized eating disorders. Sports organizations should establish clear policies and practices regarding the identification and handling of suspected eating disorders.

3.4. Develop a Pursuing Victory With Honor Public Information Campaign. To improve the attitudes and dispositions of paid and volunteer teacher-coaches, student-athletes, parents and game officials towards athletic competition, conference and league organizations should collaborate to develop a Pursuing Victory With Honor public information campaign stressing the importance of education and promoting the value of sports as an opportunity for personal growth and the development of life skills.

3.4 (a). Encourage Student-Athletes to Think of Themselves as Students First. The campaign should encourage student-athletes to think of themselves as students first and athletes second and to realize the importance of having alternative career goals and the knowledge and academic credentials to pursue them.

3.4 (b). Promote Realistic Expectations. The campaign should give student-athletes and their parents a realistic understanding of how difficult and rare it is to obtain athletic scholarships and to become professional athletes as well as of the short careers of professionals.

3.4 (c). Promote Educational, Sportsmanship and Character Objectives in Media. Teacher-coaches should look for opportunities during media appearances to state and reinforce positive messages about the importance of education, sportsmanship and good character.

3.4 (d). Prepare Public Service Announcements. Individual institutions, conferences, leagues and other athletic organizations should utilize available public service announcement opportunities to promote and advocate principles of the Pursuing Victory With Honor campaign and these Gold Medal Standards.

3.5. Provide Comprehensive Academic and Emotional Support to Student-Athletes. In striving to stimulate and support educational commitment and achievement, athletic administrators and teacher-coaches should take into account the fact that the time demands and competitive pressures of interscholastic and intercollegiate sports can distract student-athletes from getting the most out of their educational opportunities and that many talented athletes underestimate the importance of an academic education. To overcome these forces, high schools and colleges should provide special academic and emotional support programs to help student-athletes succeed as students and reach their academic potential.

3.5 (a). Permit Special Academic Programs for Student-Athletes. In order to assure the academic progress and eventual graduation of student-athletes, high schools and colleges may provide special services including tutoring and class scheduling preferences for student-athletes provided they are consistent with the rules of governing athletic associations and their own educational policies.

3.5 (b). Emphasize Student-Athletes' Personal Responsibility for Academic Performance. Though it is appropriate to offer student-athletes special help in developing time-management, study and test-taking skills and to provide tutoring to help them learn required material, athletic administrators should assure that the primary responsibility for academic achievement is not shifted from the student-athlete to the program in a way that undermines the development of personal responsibility.

3.5 (c). Safeguard Against Cheating and Plagiarism. Academic and athletic administrators must be vigilant to be sure that the assistance given to student-athletes does not encourage, permit or condone violations of academic integrity including cheating and plagiarism.

3.5 (d). Assure Continuing Academic Performance. In order to assure that student-athletes are achieving their academic potential and progressing toward graduation, educational institutions should develop a reporting method to assure that teacher-coaches and athletic administrators have current information about the academic status of student-athletes, including their course load, dropped classes, class attendance, completion of assignments, and poor performance on exams. Student-athletes who are not demonstrating sufficient effort or are not achieving passing grades should be suspended from the team until the deficiency is cured.

3.5 (e). Ensure That Academic Support Programs Report to Academic Officers. Academic support programs should report to appropriate academic officers of the institution. They may work in cooperation with the athletic department but they should not report administratively to the athletic department. In addition, support services should be reviewed and approved periodically by academic authorities outside the department of athletics.

3.6. Stress Academic Objectives. In dealing with student-athletes, teacher-coaches and other athletic personnel should consistently stress the long-term benefits of a good education and a college degree and that schoolwork and educational goals must take precedence over athletic ones.

3.6 (a). Be Attentive to Grades and Exams. Teacher-coaches should be attentive to the grades and effort of student-athletes as well as upcoming exams and papers so they can provide encouragement and support.

3.6 (b). Emphasize Academic Potential, Not Eligibility. Teacher-coaches should stress the importance of each student-athlete meeting his or her academic potential and not merely express concern about eligibility to play.

SPECIAL PROVISIONS FOR YOUTH AND INTERSCHOLASTIC PROGRAMS

3.7. Require Credentialing and Background Checks for Youth Coaches. Amateur basketball programs should cooperate with state and federal agencies and athletic associations to establish and enforce a practical and effective process of checking the backgrounds of all teacher-coaches involved with children under the age of 18 and for the credentialing of persons who coach youngsters between 13 and 18 years of age in school, club sports, AAU, youth-serving organizations and other basketball programs.

3.7 (a). Establish a Body to Oversee Nonscholastic Basketball Events. USA Basketball, as the national governing body of basketball, with the support of the NCAA, NAIA, state high school associations and the AAU, should operate an oversight authority and accept responsibility for summer leagues and other nonscholastic basketball tournaments and events.

3.7 (b). Require Background Checks for Coaches of Youth Under 18. In order to reduce the risk that youngsters will be subjected to physical or verbal abuse, exploitation or other harm, administrators of athletic programs and events for youth under 18 should require a professional background check for all persons who will serve in a coaching capacity. While each basketball organization should determine the final criteria for eligible teacher-coaches, information about criminal arrests and convictions should be evaluated.

3.7 (c). Seek to Establish National or State Agencies for Background Checks. Sports administrators should encourage congress and individual states to establish an agency to provide inexpensive, rapid and accurate background information concerning arrests and convictions of persons who seek credentialing as coaches of youth under 18 years old.

3.7 (d). Require Training for Coaches of Youth 13-18. Leagues, conferences, athletic associations and youth organizations with athletic programs for youth between 13-18 years of age should develop a required credential-

ing program for teacher-coaches of that age group. The credentialing process should be designed to assure that teacher-coaches have good character and participate in a training program that provides a basic knowledge of 1) methods of teaching and reinforcing sportsmanship and helping youngsters develop good character; 2) the responsibility to maintain a safe sports environment, including C.P.R. certification and knowledge of first aid and the physical limitations of the age group coached; and 3) the rules and strategies of basketball and the principles of effective coaching.

3.8. Regulate Nonscholastic Basketball Leagues and Tournaments. Sports associations, leagues and conferences that administer basketball programs in which 13- to 18-year-olds are involved should adopt standards and guidelines to assure that nonscholastic basketball leagues and tournaments are conducted in a manner that places the academic, emotional, physical and moral well-being of student-athletes above all other considerations.

3.8 (a). Establish Guidelines to Address Major Issues. Standards and guidelines should address at least the following issues: 1) training or background requirements for teacher-coaches; 2) the time period during which such nonscholastic tournaments will be permitted; 3) the number of games student-athletes may play in designated time periods; 4) the requirement that teacher-coaches and student-athletes be held accountable to strict codes of conduct; 5) limitations on direct and indirect compensation for teacher-coaches and athletes including gratuities, endorsements and sponsorships; and 6) the allocation of time to educational and other life skills issues during tournaments.

3.8 (b). Limit College Recruiting to Certified Tournaments. College programs should not attend, support or recruit at any events that do not comply with established requirements and guidelines.

3.8 (c). Encourage Support by High School Programs. High school programs should discourage student-athletes and teacher-coaches from participating in non-conforming basketball programs and should work with their state associations to offer leagues and tournaments that fulfill the needs of student-athletes, the NCAA and the NAIA during the off-season.

3.9. Require Teacher-Coaches to Avoid Conflicts of Interest and Exploitation of Student-Athletes.

The teacher-coach/student-athlete relationship carries special responsibilities including the duty of the coach to advise and counsel the athlete honestly and objectively, unencumbered by conflicts of interest. In many cases, teacher-coaches in basketball are especially influential figures in the lives of student-athletes and their parents. This fact creates opportunities for conflicts of interest and exploitation when teacher-coaches deal with people attempting to recruit student-athletes to play for particular teams, attend particular tournaments, or wear particular shoes or apparel.

3.9 (a). Avoid Relationships That Could Reasonably Be Construed as Exploitive. Teacher-coaches should always put the best interests of student-athletes above personal considerations and scrupulously avoid conflicts of interest including financial relationships that could reasonably be construed as exploitive. In general, teacher-coaches should be very cautious about accepting compensation or other personal benefits from sponsors, recruiters or others who seek to influence the choices and decisions of their student-athletes.

3.9 (b). Avoid Improper Use of Influence. Teacher-coaches who coach young basketball players — including high school, middle school, AAU, club team and youth-serving organization coaches — should be alert to personal, financial, social, organizational, or political factors that might lead to misuse of their influence and they should avoid accepting any special or extraordinary benefits from people who seek to influence decisions of their student-athletes. Compensation that may create actual conflicts or appearances of impropriety include indirect benefits such as sponsoring programs the teacher-coach is affiliated with and compensation of the teacher-coach for services as a consultant, camp counselor, coach, speaker or instructor. Even jobs not related to basketball may be improper if they were provided with the hope or expectation that the teacher-coach would use his or her influence over the student-athlete.

3.9 (c). Require Teacher-Coaches to Disclose Potential Conflicts. Occasionally, teacher-coaches have ongoing or occasional financial relationships with organizations or individuals that have an interest in the decisions of that coach's athletes. In such cases, the teacher-coach should be required to fully disclose all relevant facts including the nature and amount of the benefits received to the student-athlete and his or her parents or guardians.

SPECIAL PROVISIONS FOR INTERCOLLEGIATE PROGRAMS

3.10. Prevent Unbalanced Competition and Displacement in High School Basketball. A disturbing trend in high school basketball is the emergence of major powerhouse schools composed of elite student-athletes from outside the local community of the school. While some private high schools and academies openly and aggressively recruit nationally and regionally and have done so for years, public high schools are prohibited from recruiting. Nevertheless, the easing of residency requirements and transfer policies in most states has resulted in parent-driven voluntary transfers of top athletes into highly successful public high school programs. In addition, a large number of student-athletes from foreign countries are seeking admission into schools for clearly athletic purposes. These practices, while currently legal and hard to regulate, completely undermine policies intended to protect the high school game from the dominance of “all-star” teams assembled from outside the local school area. This causes two unacceptable negative results: unbalanced leagues creating a distorted and unfair competitive experience, and the displacement of students who live in the area of the school and aspire to play basketball on their school’s team but have no chance because of the continuous influx of elite athletes from outside the area.

3.10 (a). Seek New Regulations. State legislators, school boards and school administrators should collaborate with state athletic associations to create regulations to minimize the impact of transfers and international students and protect the opportunity of students to play for the high school in their home community.

3.10 (b). Consider Possible Solutions. Among the potential remedies are regulations stating that when there is clear and persuasive evidence that domestic or foreign students who seek admission or transfer into a high school primarily for athletic reasons, they should not be permitted to play varsity basketball for one year. The rule could permit athletic participation at below the varsity level and would establish legitimate criteria to exempt situations where the primary motivation of the move is not athletic participation. In addition, the state could develop criteria requiring varsity teams to be composed of a majority of student-athletes who have lived in the local area for two years or more. Finally, the National Federation of High School Associations has developed comprehensive guidelines for dealing with the foreign student issue that should be considered.

3.11. Review Admission Criteria for Student-Athletes. The governing boards and presidents of colleges should explicitly review current admissions practices and academic support programs and adopt whatever policies are necessary to assure that those practices and programs are consistent with and advance the stated missions of both the institution and the athletic program.

3.11 (a). Publish Admission Practices Concerning Student-Athletes. Colleges and universities should have a clear and public policy statement regarding admission practices including the academic expectations for those admitted with athletic scholarships. Though special consideration may be given in the admission of student-athletes, admission practices should reflect the idea that nothing is more important to an academic institution than the type of student it admits and a commitment to resist temptations to unduly dilute academic standards for exceptional athletes.

3.11 (b). Assure That Student-Athletes Have Reasonable Chance to Compete Academically. Students should not be admitted unless there is reasonable basis to conclude that the student has a reasonable chance to graduate, the ability to take full advantage of the academic opportunities available to all students and a reasonable chance to successfully compete academically with the student body.

3.11 (c). Assure That Recruits Have a Serious Interest in Education. Before recommending that a student-athlete be admitted to an educational institution either directly or by transfer, a teacher-coach and/or athletic director should make a determination that the athlete is seriously interested in getting an education and earning a degree and that he or she will work diligently toward that end. If it reasonably appears that the student-athlete is not serious about getting an education or is simply seeking admission for sports purposes, the athlete should not be recommended for admission.

3.11 (d). Ensure Faculty Involvement in Admission Policies and Academic Performance. The administration and faculty should control and oversee the admissions process and should establish procedures for reviewing the academic performance of student-athletes.

As deemed appropriate by the institution, periodic reports of the results of this review should be made available to the president, the chief academic officer, the faculty council and the board of trustees.

3.11 (e). Promote Continuing Academic Effort and Performance. In order to assure that student-athletes continue academic effort and performance, sports programs should develop and employ a reporting method to assure that teacher-coaches and athletic administrators have current information about the academic status of student-athletes including such aspects of it as class attendance, completion of assignments, passing exams, dropped classes and course load. Student-athletes who are not demonstrating sufficient effort or are not achieving passing grades should be suspended from the team until the deficiency is cured.

3.12. Develop Additional Measures of Graduation Rates. One significant measure of a college's athletic program is the percentage of student-athletes who eventually earn their degrees. In basketball, however, graduation rates can be misleading because of the small number of student-athletes involved. The current method of calculating graduation rates may make graduation rates of basketball programs look worse than they are because it penalizes the program for student-athletes who transfer to other schools while in good academic standing, and for those drafted by the NBA before graduation, yet it does not include student-athletes who transfer into a program and graduate. To address this problem, an additional method of assessing the academic standing of basketball student-athletes and their satisfactory progress toward degrees should be developed to be used in conjunction with the current method.

PRINCIPLE 4: Assure Fair Play and the Integrity of the Game.

Players, coaches and officials should demonstrate an uncompromising commitment to protect the integrity of the game and a high regard for principles of fair play and sportsmanship.

4.1. Abiding by the Letter and Spirit of the Rules. All participants in athletic competition should demonstrate and demand personal and institutional integrity and consistently observe and enforce the spirit and letter of the rules, including the official rules of the game and regulations relating to eligibility, competition and practice limitations.

4.1 (a). Avoid Evasion Schemes. Teacher-coaches and others associated with amateur programs should not engage in or allow any conduct designed to evade rules governing fair competition (e.g., college recruiters “bumping” into athletes to evade no-contact rules, or high school coaches encouraging parents to move into a district to evade no-recruiting rules).

4.1 (b). Report Violations. Teacher-coaches who observe what reasonably appears to be misconduct should report their observations either to the organization for whom the perceived violator works or to the governing authority that has jurisdiction.

4.1 (c). Impose Sanctions. To discourage such conduct, governing bodies and associations that have jurisdiction over athletic programs should impose sanctions for violations.

4.2. Prohibit and Discourage Gambling. Because gambling on amateur sports, especially by those involved in athletic competition, can have a devastating impact on the credibility and integrity of the game athletic administrators must assure that teacher-coaches and student-athletes are well informed about the rules prohibiting gambling activities, warned about the serious consequences for violations and strongly encouraged to avoid gambling and associating with gamblers.

4.3. Assure Quality Officiating. Fair, consistent and competent officiating is essential to a quality basketball program that promotes sportsmanship and fosters respect for the game and the development of good character.

4.3 (a). Select Only Quality Officials. Quality officiating of basketball games is, under the best of circumstances, a great challenge. Comprehensive knowledge of the rules, strategic positioning, outstanding vision and judgment, fair-mindedness, integrity, people skills, alertness, composure, physical stamina and conditioning are all essential. Those in charge of assigning officials are responsible for assuring that those selected to officiate games are qualified.

4.3 (a)(1). Encourage Training and Character Screening. Leagues and conferences should seek to make training available and, where feasible, require that officials receive training and submit to character screening similar to that required of teacher-coaches of youth.

4.3 (a)(2). Assuring That Officials Are Physically and Psychologically Ready. The physical and psychological demands of officiating are such that quality is likely to be adversely affected by fatigue or a negative disposition caused by heavy travel and/or work schedules. Leagues and confer-

ences should adopt and enforce specific rules limiting the number of games an official can work in a specified time. Officials should be required to certify that they have complied with the regulations as a condition of employment.

4.3 (b). Make Rules Committees the Final Word. It is the responsibility of designated rules committees to establish the rules of the game in a manner that clearly defines what conduct is permitted and what is not in a manner that facilitates uniform and consistent enforcement. The committee should regularly review the rules to assure that they are being interpreted and enforced as intended and issue guidance to coaches and game officials as to how they want the rules interpreted and enforced.

4.3 (c). Require Officials to Enforce the Rules as Written. Game officials should be required to enforce the rules as written, as faithfully as they can in a manner consistent with guidelines and interpretations of the rules committee. Overemphasis on calling or not calling a rule infraction based on discretionary determinations of whether the violation resulted in an advantage or disadvantage (the so-called “Tower Philosophy”) tends to promote real and perceived inconsistencies that undermine the confidence of participants and observers.

4.3 (d). Require Officials to Enforce the Rules With Consistency. Game officials should be required to demonstrate consistency in the way they enforce the rules throughout the season and during playoffs and championship games, regardless of the potential outcome on the game. The principle of consistency requires that an official’s judgment to call or not call a foul should be the same in the first two minutes as in the last two; at the beginning and end of the season; in important and unimportant games; whether it is a player’s first foul or fifth; whether or not a coach or player is highly prominent or not; and whether or not the game is before a large home crowd or televised audience.

4.3 (e). Require Officials to Enforce Sportsmanship Rules. Game officials should be held responsible to consistently and strictly enforce rules against profanity, trash-talking, taunting, arguing calls and other forms of bad sportsmanship with respect to teacher-coaches and student-athletes.

4.3 (f). Officials Should Demand Effective Game Management. When appropriate, officials should demand that those responsible for game management exercise control over spectators, bands and spirit groups to prevent fighting, threatening, intimidation or other forms of violence; interference with play (e.g., throwing things on the court);

profanity or other unsporting behavior; and excessive verbal abuse of student-athletes, teacher-coaches or officials. Prior to the season, the importance of game management should be stressed in training and discussion.

4.3 (g). Require Officials to Demonstrate a Professional Demeanor. To assure respectful relationships and promote good sportsmanship, game officials should always demonstrate a professional demeanor reflecting respectfulness to coaches and players, self-control and an unwavering commitment to fair play. Game officials should avoid arrogance, rudeness and showboating.

4.3 (h). Hold Officials Accountable. Leagues, conferences and assigning agencies should adopt and enforce policies and procedures to assure that the conduct and decisions of game officials are subject to reasonable review and that the game officials are held accountable for their actions and the quality of their calls.

4.3 (i). Protect Independence of Officials. Leagues and conferences should adopt and enforce policies to assure that game officials enforce the rules with confidence that individual teacher-coaches, athletic directors, or teams will not be permitted to deny or negatively influence future officiating assignments as the result of their proper exercise of discretion.

4.3 (j). Limit Involvement of Teacher-Coaches in Selection and Assignment of Officials. Each league or conference responsible for the selection and assignment of officials should develop procedures that permit teacher-coaches to have significant input in the overall officiating program but not in the selection of referees for games and tournaments. Game officials must be vigorously protected from retaliation, blackballing or intimidation by teacher-coaches or others, as well as in the final determination on retention of particular staff or officials.

4.3 (k). Protect Officials From Improper Criticism. Whether or not a game official makes a mistake or is thought to have made a mistake, teacher-coaches, student-athletes and others involved in basketball programs should be prohibited from publicly criticizing game officials in a manner that discredits the game, impugns the honor or integrity of any official, or subjects game officials to ridicule or hostility.

4.3 (l). Protect Officials From Abuse. In order to protect those who serve as game officials and assure the continuous availability of competent game officials of good character, leagues, conferences and associations should adopt whatever policies are necessary to assure the safety

of game officials and prevent verbal or physical abuse from teacher-coaches, student-athletes or spectators.

4.3 (m). Educate the Sports Community About the Role of Officials. Leagues, conferences and individual basketball organizations should educate coaches, players, spectators and the media about the important and difficult role played by game officials so as to promote greater understanding and respect for game officials.

4.3 (n). Encourage Interaction. One way to promote greater understanding and respect for each other's role is for leagues and conferences to encourage regular and formal opportunities for coaches and, in some cases, student-athletes to interact and converse with game officials in nonconfrontational settings.

4.3 (o). Encourage Student-Athletes to Officiate Youth Games. Leagues, conferences and institutions should encourage student-athletes to act as game officials in youth games as a means of enhancing their understanding and respect for the game official's role and helping youth sports organizations fill their need for qualified officials.

4.4. Consider Professionalization of Officials. Both paid and unpaid game officials should be afforded opportunities to develop their knowledge and skill in officiating in training programs provided or endorsed by leagues and conferences. In order to upgrade the level of officiating and the control over game officials, leagues and conferences should investigate fully the potential benefits of creating salaried positions for game officials and providing them with appropriate employee benefits, continual training and regular supervision.

Principle 5: Avoid Excessive Commercialism and Assure Fiscal Responsibility

Assure that economic relationships between sports programs and corporate entities do not involve inappropriate exploitation of their names, unwholesome influence and undue dependence, and that athletic programs are conducted in a fiscally responsible manner.

5.1. Avoid Unwholesome Commercialism. Economic relationships between sports programs and cor-

porate entities should not involve inappropriate exploitation of their names, unwholesome influence or undue dependence. Youth organizations should be especially sensitive to limit sponsorship relationships to companies that produce products or offer services in keeping with the mission of the organization.

5.1 (a). Carefully Scrutinize Contracts With Endorsement Implications. In general, it is not objectionable when a commercial entity promotes a sports program through sponsorships, advertising and licensing fees. However, more serious issues emerge when a commercial entity seeks formal endorsement of the company's products or services or uses teacher-coaches, student-athletes and/or an institution's name and reputation in a manner that implies endorsement. Whether or not a college, high school or youth-serving organization should enter into agreements involving or implying institutional endorsement of commercial products should be carefully scrutinized and decided by the governing body of that institution.

5.1 (a)(1). Develop Advertising Policies. Colleges and high schools should carefully consider the impact on students and the general public of permitting commercial advertising on campus, and in arenas and stadiums. Such advertising tends to commercialize amateur sports programs, involves the athletic department in a continuous marketing effort and increases the likelihood that the institution will become dependent on volatile sources of revenue.

5.1 (a)(2). Be Careful About Equipment Provided by Commercial Entities and Logos on Uniforms. The cash value of the equipment provided by commercial companies must be understood as a payment in kind for benefits sought by the commercial entity. There is special sensitivity when the arrangement can be construed as using student-athletes as advertising vehicles. The governing boards or chief administrative officers of sports organizations or universities should review practices and establish policies regarding the use of logos on uniforms.

5.1 (b). Make Contracts Institutional. Since advertisers are buying the institution's reputation no less than the teacher-coach's, institutions should have clear policies and practices regarding sponsorship, endorsement and other outside service contracts with commercial entities including shoe companies. Department of Athletics personnel should be held to the same standards as other personnel regarding such matters as approval and conflicts of interest.

SPECIAL PROVISIONS FOR INTERCOLLEGIATE PROGRAMS

5.2. Practice Fiscal Responsibility in College Basketball. There is a general consensus among those involved in college sports that a series of seemingly unstoppable, and some think irreversible, trends are sharply increasing expenditures, especially in men's basketball and football, in ways that seriously threaten the financial stability of athletic programs. The governing boards and presidents of colleges have both the legal and ethical responsibility to examine these trends and to encourage whatever collective action is needed to assure the stability of college sports.

5.2 (a). Take Unilateral Action. Despite the potential that an institution may suffer significant competitive disadvantages, governing boards and presidents of colleges should seriously consider taking whatever individual action is necessary to bring their own institution in alignment with sound fiscal practices.

5.2 (b). Exercise Institutional Oversight. The budgets of athletic departments should be subject to the same institutional oversight and direct control as other university departments.

5.2 (c). Practice Increased Accountability. Scholars and journalists who have studied the economics of college sports report that it is very difficult to get complete, reliable and comparable data because of disparities in accounting, allocation and reporting practices. In order for athletic governing associations and the governing boards and presidents of colleges to make intelligent decisions, athletic governing associations should, with the aid of experts in accounting and sports administration, devise a standard form for the computation and reporting of revenues and costs broken down sport-by-sport and including all compensation packages in excess of \$100,000.

To endorse these *Gold Medal Standards* or the *Arizona Sports Summit Accord* upon which it is based, please visit charactercounts.org or call (800) 711-2670.

CHARACTER COUNTS! SPORTS AND ITS PURSUING VICTORY WITH HONOR SPORTSMANSHIP CAMPAIGN

The Pursuing Victory With Honor sportsmanship campaign (PVWH) helps coaches and sports leaders become better character educators. PVWH supporters include the NCAA Division IA Athletic Directors Association, the National Association of Basketball Coaches, the American Football Coaches Association, the National Federation of State High School Associations and most Division IA programs.

PVWH offers training seminars for teacher-coaches, administrators and parents, as well as a variety of educational support materials.

PVWH — like all programs of CHARACTER COUNTS! and its parent, the Josephson Institute of Ethics — is nonpartisan and nonsectarian and based on a common language of values called the Six Pillars of Character: trustworthiness, respect, responsibility, fairness, caring and citizenship.

CHARACTER COUNTS!
9841 Airport Blvd., #300
Los Angeles, CA 90045
(310) 846-4800 / (800) 711-2670
(310) 846-4858, fax
www.charactercounts.org

ABOUT THE NABC

The National Association of Basketball Coaches (NABC), which co-sponsored the Pursuing Victory With Honor Summit on Amateur Basketball, supports a membership of nearly 5,000 men's basketball coaches, from the NCAA and the NAIA to community colleges and high schools.

National Association of Basketball Coaches
9300 W. 110th St., Suite 640
Overland Park, KS 66210
(913) 469-1001 / (913) 469-1390, fax
www.nabc.com

Gold Medal Standards for Amateur Basketball

Summary of Principles

PRINCIPLE 1: Articulate the Objectives of the Athletic Program

Those who govern amateur basketball programs should determine and articulate the real and true objectives of the program in the context of the institution's overall mission and the potentially competing models of sport: recreation (fun and enjoyment), education (character and life skills development), competition (determining who is best), and business (revenue and public relations).

- *Clarify the Mission of Athletic Program.*
- *Hire and Retain to Advance Overall Mission.*
- *Conduct Annual Performance Reviews in Relation to Mission.*

PRINCIPLE 2: Promote Sportsmanship and Character Development

Amateur basketball programs should be designed to promote sportsmanship, foster good character and teach positive life skills that will help student-athletes become personally successful and socially responsible by teaching, enforcing, advocating and modeling trustworthiness, respect, responsibility, fairness, caring and citizenship (the Six Pillars of Character).

- *Adopt Comprehensive Codes of Conduct.*
- *Disseminate these Gold Medal Standards.*
- *Establish and Implement a Communication and Enforcement Strategy.*
- *Teacher-Coaches Should Regularly and Consistently Teach, Enforce, Advocate and Model (T.E.A.M) Good Character and Sportsmanship During Practice and in Games.*

PRINCIPLE 3: Assure That the Overall Well-being of Student-Athletes Is Placed Above Winning.

Amateur basketball programs should pursue sports performance goals as well as educational, sportsmanship and character-building objectives in a manner that assures that the overall academic, social, emotional, physical and ethical well-being of student-athletes is always placed above winning.

- *Stress Primacy of Student-Athlete Well-Being.*
- *Ensure That Practice and Playing Schedules Support Academic Achievement.*
- *Safeguard Physical and Emotional Health of Those Involved in Sports.*
- *Develop a Pursuing Victory With Honor Public Information Campaign.*
- *Provide Comprehensive Academic and Emotional Support to Student-Athletes .*
- *Teacher-Coaches Should Stress Academic Objectives.*
- *Require Credentialing and Background Checks for Youth Coaches.*
- *Regulate Nonscholastic Basketball Leagues and Tournaments.*
- *Require Teacher-Coaches to Avoid Conflicts of Interest and Exploitation of Student-Athletes.*
- *Prevent Unbalanced Competition and Displacement in High School Basketball.*
- *Review Admission Criteria for Student-Athletes.*
- *Develop Additional Measures of Graduation Rates.*

PRINCIPLE 4: Assure Fair Play and the Integrity of the Game.

Players, coaches and officials should demonstrate an uncompromising commitment to protect the integrity of the game and a high regard for principles of fair play and sportsmanship.

- *Abiding by the Letter and Spirit of the Rules.*
- *Prohibit and Discourage Gambling.*
- *Assure Quality Officiating.*
- *Consider Professionalization of Officials.*

Principle 5: Avoid Excessive Commercialism and Assure Fiscal Responsibility

Assure that economic relationships between sports programs and corporate entities do not involve inappropriate exploitation of their names, unwholesome influence and undue dependence, and that athletic programs are conducted in a fiscally responsible manner.

- *Avoid Unwholesome Commercialism.*
- *Practice Fiscal Responsibility in College Basketball.*