



# 2020 Power Five Conference Behavioral/Mental Health Providers Race & Gender Report Card

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## INTRODUCTION

### *The NCAA & Mental Health*

Division I college athletes in the autonomy conferences are guaranteed access to mental health services and resources under legislation unanimously adopted by the Atlantic Coast, Big Ten, Big 12, PAC-12 and Southeastern conferences at the 2019 National Collegiate Athletic Association (NCAA) Convention. Schools in the autonomy conferences must also distribute to student-athletes mental health educational materials and resources, including a guide to mental health services and resources available at the school and access information (Hosick, 2019).

### *Student-Athlete Mental Health*

College athletes mental health came into sharper focus after very public concerns surrounding the suicide of one high-profile Big ten football college athlete. In 2013, the NCAA convened its inaugural Mental Health Task Force and eventually published a best practices document on mental health disorders and recommended approaches with college athletes (Burnsed, 2013). Today, COVID-19 and racial unrest have underscored the importance of college athletes mental health, behavioral health, and wellness because of the prevalence of death, loss and grief, racism, unemployment, quarantine and isolation, systemic racism, and the impact of each on well-being. College athletes are not immune to the national, regional and institutional challenges that plague communities and sports. In fact, college athlete's well-being, in particular those competing in the revenue-generating sports, may be at greater risk given their premature return to campus during the COVID-19 pandemic. At least 50 Division One football games have been cancelled and dozens of schools have stopped practices, restarted practices, and/or closed down facilities due to positive COVID-19 testing/contract tracing – all which have the potential to increase anxiety, isolation and hopelessness.

Last spring, following the postponement of the remainder of Fall sports the NCAA (2020) conducted a study of 37,000 college athletes and found:

- Over a third of respondents reported experiencing sleep difficulties
- more than a quarter reported feeling sadness and a sense of loss
- 1 in 10 reported feeling so depressed it has been difficult to function “most every day”.
- Mental health concerns were highest among respondents of color.

In one study, that included 950 Division I student-athletes, 33.2 percent reported symptoms of depression with female athletes experiencing significantly higher rates of depression than male athletes (Cox, Foltz, & Ross-Stewart, 2017). In another study to measure substance abuse patterns among NCAA college athletes, the findings indicate 80.5 percent of respondents reported alcohol use/abuse and 28.4 percent reported marijuana use (Green et al., 2001). In another study on college athletes and preseason anxiety, the findings indicate individuals with preseason anxiety are at a higher risk for injury during their season (Li, Morland, & Peek-Asa, 2017). When a college athlete experiences injury there are important mental health implications because the psychological response to injury can trigger or unmask serious mental health issues such as depression, anxiety, disordered eating, and other substance use or abuse” (Putukian, 2020). College athletes mental health and wellness can be compromised in several ways.

### *Why produce a college athletic diversity report card?*

Practice wisdom suggests race and gender can play a role in initially engaging college athletes in efforts to address challenges to their well-being and their prolonged engagement in counseling. We know that the demography of Power Five athletic department staff is largely White males and females (Lapchick, 2020). The one with exception to this longstanding reality are Black males and females who occupy front-line academic support staff positions. Blacks are typically positioned in this unit because of the importance of athletes' eligibility and Black academic support staff's ability to build/maintain rapport and work with revenue generating college athletes.

It is common knowledge that Black college athletes, at Power Five conference schools, make up a meaningful percentage of the college athlete population at each school. Black males typically make up the majority of football college athletes (and a large majority of the starters), a large majority of basketball college athletes (and starters), and a meaningful proportion of track and field athletes. Black female college athletes make up the large majority of women's basketball and track and field college athletes. Perrin (2000) discussed the importance of diversity in athletic training stating it is important for athletes to see that competent professionals can be of any background including their own. This report is important because Black college athletes, given their tremendous contribution to the economy of college sports, deserve and might benefit to a greater degree, from the opportunity to work through their mental health challenges with a provider of the same ethnicity/gender.

How effective can the mental health movement in mental health in college athletics be if Black and Brown, male and female, college athletes do not have diverse options when it comes to their behavioral health provider?

### *Diversity in Behavioral Health*

The diversity of behavioral and mental health providers is meaningful when it comes to the willingness of clients to engage in therapy and continue counseling as well as the efficacy and effectiveness of the intervention.

When we think about racial diversity in terms of behavioral providers minorities make up 11 to 32 percent of counselors, social workers, and psychologists (US Department of Health and Human Services, 2015). In terms of counselors, 10.7 percent are Hispanic, 64.6 percent are White, and 18.8 percent are Black (US Department of Health and Human Services, 2015). Among social workers, 12.0 percent are Hispanic, 60.6 percent are White, and 21.5 percent are Black (US Department of Health and Human Services, 2015). With regard to psychologists, 6.3 percent are Hispanic, 83.5 percent are White, and 4.9 percent are Black (US Department of Health and Human Services, 2015). Counselors and social workers tend to be more prevalent providers to people of color while psychologists tend to provide services to individuals with greater socio-economic means.

The research suggests that race can make a difference in different phases of the therapeutic process (Meyer & Zane, 2013). Black football players discussed how their background affects

their ability to speak with people about issues (Wilkerson, 2019). One participant shared that “race plays a part in not seeking services”. Another participant expressed that it is difficult to trust certain people, “... like I said, you just come from different backgrounds and you just can’t trust with that type of information it is just sometimes you don’t feel comfortable in trusting a person.” Maniar, Curry, Sommers-Flanagan, and Walsh (2001) suggest that student-athletes refute mental health treatment or counseling services due to the title of the mental health professional, race, culture, and previous experience with a counselor or mental health professional. In a study of non-athletes, the findings indicate that race and ethnicity were considered important, but when they were not included in their care, then clients were less satisfied with treatment (Meyer & Zane, 2013). The findings support the notion of cultural responsiveness or that culturally relevant aspects of the mental health service experience are significant to ethnic minority clients and can affect how they respond to services. Cabral and Smith (2011) found that clients have a higher preference in being with a therapist of their own race and that clients think more highly of therapists who are their own race/ethnicity. A majority of the clients assumed the White therapist would not understand their personal minority group experiences. However, respondents said that if the therapist was compassionate and comfortable discussing racial and ethnic issues, then they felt more comfortable.

When we think about gender diversity women make up the majority of mental health providers in the three major behavioral/mental health disciplines. In terms of counselors, 30.2 percent are men and 69.8 percent are women (US Department of Health and Human Services, 2015). With respect to social workers, 19.3 percent are men and 80.7 percent are women (US Department of Health and Human Services, 2015). Among psychologists, 29.4 percent are men and 70.6 percent are women (US Department of Health and Human Services, 2015).

When exploring the impact of gender in the client/provider interaction the results are mixed. Chang and Yoon (2011) found that it is important for therapists to be able to acquire skills for addressing racial perceptions that may impact the therapy relationship. Kuldhir (2014) suggests that the role of gender in a client/provider relationship depends on the level of relationship between the individuals. The results of the study suggest that gender does not become so important as other factors that begin to develop in the relationship between the provider and client. Although, it was found that female providers had a higher rating with female and male clients than male providers. Jones and Zoppel (1982) conducted a study to investigate the impact of therapists’ gender on the psychotherapy process and outcome for clients. The findings indicated that regardless of gender clients said that the female therapists were more effective in forming a therapeutic alliance with them. However, male and female clients said their sessions with their male therapists resulted in significant improvement at the end of therapy and were effective. In a study examining satisfaction with therapeutic relationships in marriage and family therapy, clients concluded that they were more satisfied with the therapeutic relationship when paired with a therapist of the same gender (Caldwell & Johnson, 2011).

The study aims to explore the race, gender, and discipline of mental/behavioral health practitioners embedded in Power 5 athletic departments.

## METHODOLOGY

Over the course of two months a research team of six audited data on the behavioral health providers from NCAA, Power 5, member institutions staff directories. The data was originally collected by 27 college students over an eleven-month period. Data was collected on the race, gender, discipline (degree area of study), and accessibility information (picture, email, and phone number). If the staff directory did not include a picture of the provider, then the original and audit research teams used an Internet search to locate a picture and determine the behavioral health providers race. In some cases when the picture did not clearly reveal the race, then the research team used the origin of their name, conducted further Internet research, or reached out to the behavioral health provider to ask about their race.

Originally, we decided not to survey athletic departments/rely on them to submit information because a) race and gender in athletics are sensitive and sometimes uncomfortable topics and b) in our experience some athletic departments can be unresponsive because of a feeling they do not need to be accountable regarding social justice issues. Nonetheless, before finalizing the report each athletic department was provided with a 10-day window to affirm their data. Furthermore, Power Five conference providers were contacted via the Big Sky and Alliance of Social Workers in Sports list serves. For the purpose of this study diversity is defined as equity.

The grading methodology was developed by the research team under the leadership of the principal investigator. The principal investigator also consulted with three experts in the field of college sports, student-athlete development, and athletics administration. Given the small number of behavioral health providers within each NCAA, Power 5, athletic departments, the challenge was to detect some variation in the four areas of study. Further, it was important to confront and attempt to resolve the challenge of athletic departments with “only” one behavioral health provider. The research team understood the miniscule resources dedicated to the mental health of college athletes when compared to expenditures related to their physical health. Nonetheless, it was also important not to “socially” promote schools that had one provider per 400 to 500 college athletes.

We acknowledge these challenges but believe the grading system below is a good starting point for this and future studies.

**Table One: Grading Methodology**

	Methods		Methods	
<b>Race</b>	50%White/50%Black	A	50%White/50%Black	A
	60%White/40%Black	B	40%White/60%Black	B
	70%White/30%Black	C	30%White/70%Black	C
	80%White/20%Black	D	20%White/80%Black	D
	90%White/10%Black	F	10%White/90%Black	F
	100%White/0%Black	F	0%White/100%Black	F

<b>Gender</b>	50%Male/50%Female	A	50%Male/50%Female	A
	60%Male/40%Female	B	40%Male/60%Female	B
	70%Male/30%Female	C	30%Male/70%Female	C
	80%Male/20%Female	D	20%Male/80%Female	D
	90%Male/10%Female	F	10%Male/90%Female	F
	100%Male/0%Female	F	0%Male/100%Female	F
<b>Discipline</b>	4AOS	A		
	3AOS	B		
	2AOS	C		
	1AOS	D		

The research team completed percentages for each theme above for each athletic department and conference and then assigned grades based on those percentages.

#### *Why Not Count Behavioral Health Professionals Housed in Counseling Centers*

We are thankful for the efforts of athletic departments and universities to address the mental health of college athletes. The research team decided that we would not include behavioral health professional housed in university counseling centers because some college athletes will not, for varying reasons, go to counseling centers to have their behavioral health needs met. Black and Brown college athletes, in particular males, might be less willing to visit counseling centers out of fear of being recognized and their helping seeking being publicized.

#### *How are contracted behavioral health professionals factored into the report card?*

Originally, the research team made a conscious decision not to include contracted behavioral health providers. In part this decision was based on our ability to rely on athletic departments to report the information in a consistent and timely manner. Further we understood most contracted providers are not full-time/accessible “full-time”.

#### *Number of Practitioners*

One of the weaknesses in this inquiry includes the lack of variation in the number of practitioners. Still, employing only one practitioner at a Power 5 athletic department with hundreds of college athletes does not suggest college athletes’ mental health is a priority. If there are 500 athletes and 20 percent need or require some mental health services and there is one practitioner, then do they have a caseload of 100?

## FINDINGS

Overall, in terms of race, the overwhelming majority of behavioral health providers in college athletics are White (76.2 percent), followed by Black (16.3 percent) and Bi-racial (4.9 percent). In terms of gender females account for almost 60 percent of college athletics behavioral health providers and males account for 40 percent. When examining the intersection between race and gender we see that White females (46.7 percent) and White males (27 percent) make up the majority of behavioral health providers in athletic departments. Meanwhile, Black females (8.1 percent), Black males (7.3 percent), and bi-racial females (3.2 percent) make up a much smaller

percentage of behavioral health professionals in Power 5 athletic departments. Biracial males and females accounted for 4.8 percent of providers (Table Two).

The findings indicate that there is a meaningful lack of racial diversity among Power Five conference behavioral health providers. Further, the proportion of female behavioral health providers in Power Five college athletes is consistent with national trends.

In terms of discipline, 66 percent of behavioral health providers within Power Five conference athletic departments are psychologists – whether they are sports, counseling, and/or clinical psychologists. Almost twelve percent of behavioral health providers within Power Five conference athletic departments are social workers. Counseling professionals make up the largest discipline among behavioral health providers within Power Five conference athletic departments with 6.3 percent (i.e., school, community and/or mental health counseling.)

From a conference perspective, the Big Ten has the greatest racial diversity and the SEC has the highest number of Black behavioral health practitioners. The Big 12 and ACC each have one Black behavioral health practitioner. With respect to gender diversity, the SEC and Big Ten led all Power Five conferences. All conferences, except the Big 12, scored an A/B+ in terms of disciplinary diversity. The worst conference across racial, gender and disciplinary diversity is the Big12.

#### *Top 5*

1. Georgia
2. Nebraska
3. Michigan
4. LSU
5. South Carolina & Indiana

#### *Bottom 5*

60. Pittsburgh
62. Missouri
63. Stanford
64. Georgia Tech
65. Texas

Across racial, gender and disciplinary diversity, the top three athletic departments are Georgia, Michigan, and Nebraska . The University of Texas is the worst across racial, gender and disciplinary diversity. However, Texas is a leader in athletic department driven sport social work which helps to contextualize its disciplinary diversity grade.

Two Black males lead behavioral health efforts at Auburn and South Carolina, three Black women (Louisiana State, Baylor, and Georgia) lead behavioral health efforts at their schools and a bi-racial female leads the efforts at Michigan. Social workers at Kansas and Texas lead their efforts.

Table (Set) Two: Race, Gender, and Race & Gender Frequencies

N=122	Number	Percent
Female	73	59.8%
Male	49	40.2%

White	93	76.2%
Black	20	16.3%
Asian	2	1.6%
Hispanic	1	.8%
Biracial	6	4.9%

White Females	57	46.7%
White Males	33	27.0%
Black Females	10	8.1%
Black Males	9	7.3%
Asian Males	2	1.6%
Hispanic Males	1	.8%
Biracial Females	4	3.2%
Biracial Males	2	1.6%

Table Three: Behavioral Health Practitioner Disciplinary Frequencies

Discipline	Frequency	Percent
Psychology	72	66.0%
Social Work	13	11.9%
LPC	2	.9%
Athletic Counseling	2	1.8%
Psychiatrist	3	2.7%
Sports performance	1	.9%
ATC	2	1.8%
School Mental Health Counseling	2	1.8%
Community Counseling	2	1.8%
Clinical Mental Health Counseling	4	3.6%
Certified Alcohol/Drug Counselor	1	.9%
Behavioral Studies	1	.9%
Kinesiology	2	1.8%
Total	109	99.5%



- The disciplines of some providers were unavailable because their information was not listed on the athletic department website directory.

**Tables Four-Nine: Race, Gender & Discipline Diversity Grades by Power Five Conference**

	Race	Gender	Discipline
<b>PAC-12 (N=21)</b>	<b>D</b>	<b>C</b>	<b>B+</b>
Colorado	F	C	D
Oregon State	D	D	D
Utah	C	C	C
Stanford	F	F	B
USC	D	C	A+
Washington State	D	D	D
Arizona	C	C	C
Oregon	D	D	D
Cal Berkeley	No grade	No grade	No grade
Arizona State	No grade	No grade	No grade
UCLA	No grade	No grade	No grade
Washington	D	D	D

**Greatest Racial Diversity**

- Utah (Two Whites & One Bi-racial), Arizona (One Black & Two White)

**Greatest Gender Diversity**

- Colorado & Arizona (Two Females & One Male)

**Most Diversity in BH Areas of Study**

- USC (Four)

**Highest Number of Black BH Practitioners**

- Arizona, Oregon State, Utah, & Oregon (All have One)

**Highest Number of Women BH Practitioners**

- Colorado, Arizona & Stanford (All Have Two)

	Race	Gender	Discipline
<b>ACC (N=23)</b>	<b>F</b>	<b>C</b>	<b>A</b>
NC State	C-	F	C
Louisville	F	F	A
Miami	D	D	D
Virginia	F	A	C
Virginia Tech	F	C	A
Wake Forest	D	D	D
Clemson	D	D	D
Duke	F	C	B
Georgia Tech	F	F	C
Florida State	D	D	B
North Carolina	F	A	A-
Notre Dame	D	D	D
Pittsburgh	F	F	A-
Syracuse	No grade	No grade	No grade
Boston College	No grade	No grade	No grade

**Greatest Racial Diversity**

- NC State (Only ACC School with a Black Practitioner)

**Greatest Gender Diversity**

- UNC & Virginia (Both have One Male and One Female)

**Highest Number of Women BH Practitioners**

- North Carolina State (Three)

**Schools Hiring**

- Notre Dame

	Race	Gender	Discipline
<b>Big 12 (N=15)</b>	<b>F</b>	<b>C</b>	<b>B</b>
Iowa State	D	D	D
Kansas	D	D	D
Kansas State	D	D	D
Oklahoma	C-	A	B
Oklahoma State	D	D	D
Texas Tech	D	D	D
Baylor	A	F	C
Texas Christian	No grade	No grade	No grade
West Virginia	D	D	D
Texas	F	F	D

**Greatest Racial Diversity**

- Baylor University (The only school in the Big 12 conference with a Black BH practitioner)

**Greatest Gender Diversity**

- Oklahoma (Two Males and Two Females)

**Most Diversity in BH Areas of Study**

- Oklahoma (Four disciplines)

**Highest Number of Women BH Practitioners**

- Baylor (Two)

**Other Observations**

- Lowest number of MH practitioners among all Power 5 conferences (15).
- Texas behavioral health staff previously included two Black males.

	Race	Gender	Discipline
<b>SEC (N=33)</b>	<b>C</b>	<b>B</b>	<b>A</b>
Mississippi	F	A	B
Texas A&M	F	A	B
South Carolina	C-	A	A
Auburn	C	C	A+
Arkansas	C	C	A
Tennessee	C	C	C
Alabama	D	D	C
Georgia	A	A	A+
Kentucky	D	D	C+
Louisiana State	A	C	A+
Mississippi State	C	C	A+
Missouri	F	F	B
Vanderbilt	D	D	C
Florida	No Grade	No Grade	No Grade

**Greatest Racial Diversity**

- Louisiana State & Georgia (Both have Two Whites & Two Blacks)

**Greatest Gender Diversity**

- Georgia and South Carolina (Two Males & Two Females)

**Highest Number of Black BH Practitioners**

- Mississippi State, Louisiana State & Georgia (All have Two Black Practitioners)

**Other Observations**

- The SEC has the highest number of Black practitioners (9)

**Schools Hiring**

- Missouri

	Race	Gender	Discipline
<b>BIG 10 (N=32)</b>	<b>B</b>	<b>B+</b>	<b>A</b>
Michigan	A	A	C
Ohio State	A	C	B
Penn State	F	A	C
Indiana	B+	A	B
Nebraska	A-	A	B
Iowa	D	D	B
Purdue	F	A	A
Maryland	F	A	A-
Minnesota	A	C	B
Rutgers	A	F	B
Wisconsin	F	A	B
Michigan State	No grade	No grade	No grade
Northwestern	No grade	No grade	No grade
Illinois	No grade	No grade	No grade

#### **Greatest Racial Diversity**

- Michigan (Three Whites and Three Blacks (Two Bi-racial), Minnesota (Two Whites, One Black, One Asian), Ohio State and Nebraska (Two Females and Two Males)

#### **Greatest Gender Diversity**

- Michigan, Nebraska & Minnesota (All have Three Females and Two Males)

#### **Highest Number of Black BH Practitioners**

- Michigan (Three)

#### **Highest Number of Women BH Practitioners**

- Minnesota, Michigan, Ohio State & Nebraska (Three)

#### **Schools Hiring**

- Maryland

## "A" Honor Roll

### *Race*

#### *Big 12*

- Baylor

#### *SEC*

- Georgia
- LSU

#### *Big 10*

- Ohio State
- Michigan
- Minnesota
- Nebraska
- Rutgers

### *Gender*

#### *BIG 10*

- Michigan
- Penn State
- Indiana
- Purdue
- Maryland
- Nebraska
- Wisconsin

#### *SEC*

- Mississippi
- TXAM
- South Carolina
- Georgia

#### *ACC*

- Virginia
- North Carolina

#### *Big 12*

- Oklahoma

## Some Conference Numbers

<b>95</b>	percent of the BH practitioners in the ACC & Big 12 are White
<b>71</b>	percent of BH practitioners in the Big 12 are Female
<b>50</b>	percent of BH practitioners in the Pac-12 are Male
<b>48</b>	percent of all BH practitioners are White Females
<b>32</b>	the total number of BH practitioners in the Big Ten

- 30 percent of BH practitioners in the SEC are Black
- 28 percent of BH practitioners in the Big 12 are Social Workers
- 10 the total number of Power Five Conference BH practitioners who are Black Female
- 9 the total number of Power Five Conference BH practitioners who are Black Males
- 9 the number of schools without BH practitioners in athletics (ACC, Big Ten, Big 12)
- 7 the number of BH practitioners who are social workers in the SEC
- 2 the number of Asian BH practitioners
- 1 the number of Black BH practitioners in the ACC
- 1 the number of Black BH practitioners in the Big 12
- 1 the number of Power Five Conference BH (embedded) practitioners who are Hispanic

## DISCUSSION

### *Prevalence of Black & Brown Revenue-Generating Athletes*

In 2018, 56 percent of Division One men’s college basketball players were Black and 48 percent of football players were Black (Burns, 2019). However, when we think about starters, about 80 percent of football starters and 90 percent of basketball starters are typically Black (Entine, 2000). Black male college athletes comprised 80 percent of the starters on the 2017 University of Alabama football team (Cooper, 2018). In the 2015 NCAA men’s basketball Final Four, of the four teams Kentucky, Michigan State, Duke and Wisconsin, 16 of the 20 starters were Black. The average NCAA Division I men's basketball roster has nine Black male college athletes and four White male college athletes (Milewski, 2015). These are the true revenue-generators.

“College-athletes—especially black athletes, who are disproportionately represented in revenue-generating sports—are a massive source of revenue for colleges and media companies, yet they aren’t allowed to share in the enormous value they create.”

- Sen. Cory Booker (D-NJ).

A recent study by Major (2020) found the money generated by NCAA football and basketball programs pays for the salaries of coaches and administrators – including athletic department behavioral/mental health practitioners.

Sports Illustrated notes that in 2017—a year into its new \$8.8 billion extension with CBS and Turner that NCAA tournament television rights pulled in \$821 million, with ticket sales responsible for an additional \$130 million (Connor, 2019). In 2019 the figures continued to increase as the NCAA generated \$867.53 million in revenue from its television and marketing rights fees alone.

Consider the findings of the 2019 TIDES NCAA Race & Gender Report Card (Lapchick, 2020):

- 84.5 percent of Division I athletics directors are White
- 85.1 percent of Division I associate athletic directors are White

Thus, there is concern that despite the enormous contribution of Black and Brown male and female athletes that athletic departments are not investing their dividends into diversity.

### *Is Black/Brown College Athletes' Mental Health A Priority?*

Overall the lack of racial diversity among mental/behavioral health providers should be a serious concern college athletics administrators, athletic department risk management staff, behavioral health practitioners, and Black and Brown college athletes. One could argue that today, compared to decades past, young people are taking more drastic matters when they are struggling with their wellness or feel hopeless. This actuality is evident by the increase in suicide rates among Black adolescents (Abrams, 2020). There are a number of Black, Brown, and Hispanic males and females who struggle to acknowledge and cope with unresolved trauma, self-medication, feelings of isolation, and other issues that are further complicated because of our culture and their sport. There are Black, Brown, Hispanic, Indigenous, and Pacific islander college athletes whose decision to seek help, engage in help, and invest in behavioral health interventions might well be influenced by the race and gender of the provider in their athletic department.

The data suggests that across every Power Five conference that there is a lack of racial diversity. Only seven schools across the Power Five conferences scored a "A" for racial diversity. Is this an indicator of institutional and systemic race issues? Implicit racism? Anecdotally speaking, this lack of racial diversity is not true in college athletics academic support or strength and conditioning efforts because these are related to eligibility and winning. The lack of diversity in behavioral health in athletics should be a concern given what practice wisdom tells us about the relationship between mental health, wellness, and academic/athletic performance.

Secondly, systemic issues, like racism and discrimination, that impact minority male and female college athletes may not be on the radar of White practitioners. The lack of intentionality, inability and/or unwillingness to develop athletics mental and behavioral health units that are attuned to "covert" issues impacting minority college athletes puts their mental health and wellness at greater risk. How much do White providers know about the culture of Black and Brown athletes or how much time do they invest in learning so that they can be best prepared/anticipate behavioral health challenges? Further, if minority college athletes do not feel these issues have the potential to be addressed in individual or group services, then are they less likely to engage with practitioners or in services?

The lived experience and narrative of diverse providers is priceless and likely impacts minority college athletes willingness to seek assistance – especially when it comes to culturally specific mental health concerns. How does a proud young man or woman of color come to a person, who they correctly or incorrectly believe operates from a different narrative to share why they cannot stop abusing marijuana because its "familial". Or how likely are they to share their feelings about "having" to return to campus to play, while their non-student-athlete, predominately White peers remained home because of COVID-19. Can they trust that a White provider, who looks like their coaches, athletic administrators, and athletic director will not share their conflicting feelings?

What the research did provide is evidence leaders in the field of sports psychology, in particular the Big Sky and Collegiate Clinical Counseling Sports Psychology Association (CCSPA) leadership



might be oblivious to the point of this research. Leadership in these organizations, via the data affirmation process, seem unable to understand that this research is for college athletes. It is important for us to understand how college athletes identify practitioners. How practitioners identity is important, but the focus is to bring attention to what college athletes are witnessing.

Anecdotally, some Black and Brown, male and female, practitioners benefit, fortunately, from a shared narrative with athletes of color. That's not to say that all do because there are Black and Brown practitioners that face rapport building and other challenges related to the provision of services to athletes of color. Likewise, some minority athletes prefer, for whatever reason, providers of a different race. So, there are no guarantees when both the provider and the athletes are people of color or of a different race.

#### *Can't White Practitioner Serve Black, Brown and Other Minority College Athletes*

It is not fair to infer or declare that White male and female practitioners lack the foresight or willingness to keep issues impacting Black and Brown athletes at the forefront, but it is not unfair to mention the possibility they cannot. In the midst of complicated issues like racial unrest, police-involved shootings, or the lack of people of color enrolled at Power 5 schools, the ability to be informed and authentically care about these issues is critical. In select exchanges with White behavioral health sports psychology practitioners they appear to be reliant on others to navigate diversity and inclusion issues, strategies to approach micro-aggressions, training coaches on diversity - critical race issues. There is the example of the sports psychologist that asked fellow practitioners about advice on social justice programming with coaches. While its commendable for them to educate themselves working with coaches on a topic/way of life so critical to Black athletes it points to a deficiency. Again, this does not mean that White sports psychology practitioners cannot be concerned with issues impacting Black and Brown athletes because there are some good ones in the field. These realities signal the need for training around cultural humility, sensitivity, and competence around issues athletes of color might experience.

#### *Gender Diversity*

The literature suggests that clients receiving mental health services are more comfortable with women and that makes intuitive and practical sense. That being the case it's understandable that the majority of mental/behavioral health providers in athletics are women. The concern with the reality that almost 50 percent of practitioners are White females is that many are in leadership positions and hold the keys to diversity among behavioral health practitioners. So, does this statistics raises a valid question regarding whether or not White females are aware of the lack of diversity? In terms of gender diversity within race, it is encouraging to see that among Blacks that the number of females versus males is almost equal.

#### *Black Practitioners*

Seventy-two percent of Black practitioners work in the Big10 and Southeastern athletic conferences and there is only one Black practitioner in the Big 12 and ACC– this trend should be cause for serious concern. Not only is this concerning in terms of the well-being a Black and Brown college athletes, but for the well-being and sense of belonging for Black providers with a

desire to work with this population. The standard rationale for the lack of Black practitioners is that “there are none out there” or that “they are hard to find”. This is simply untrue! What should be of concern and of focus is the willingness of athletic departments, and units like sports medicine and student-athlete development, to allow Black practitioners to “get close” to Black and Brown college athletes. There are some realities like social injustice, racism, and white privilege that are a part of the counseling and therapeutic process. Do athletic departments want “woke” Black college athletes who decide to learn more about, address, and cope with issues raised by Black providers and related to systemic issues.

An even more acute, but covert concern is the willingness of athletic departments to hire Black male behavioral health practitioners. For some reason, some Black male behavioral health practitioners within athletics believe that senior athletics officials may not trust Black males or may be threatened by the influence a Black male practitioner might have with Black and Brown athletes. Black males are consistently in academic support because of their ability to successfully assist Black and Brown athletes (McDowell, Cunningham, & Singer, 2009). Although mental/behavioral health is equally important Black males are not prevalent in mental health services. It is important to note that this trend is not apparent at the team level. Football and basketball coaches oftentimes realize their Black males need “help” and employ a director of player development or player personnel. This individual typically mentors, counsels, and helps case manage Black male athletes, but typically they are not licensed mental/behavioral health professionals.

#### *Disciplinary Diversity*

Psychology, social work, and counseling are prevailing disciplines in athletics behavioral health, but clinical, counseling and sports psychology clearly dominate the field. Psychology is an appropriate discipline for college athletics, but social work and licensed professional counseling are also ideal. In particular social work focuses on the person and the environment – which includes systems like foster care, criminal justice, and homeland security. We know that with Black and Brown college athletes their environment is important and our ability to help them navigate systems is critical. Psychologists are not trained in this area, but licensed professional counselors and social workers have education and practice experience culture-based systems experience. A partial resolution might be for athletic departments to include more social workers and licensed professional counselors in their candidate pool. This resolution requires raising the awareness of those who hire, including sports medicine and academic support associate athletic directors, about the myriad of tools a social worker and LPC will bring to their department. Another partial resolution might be to encourage a greater number of Black and Brown males and females to enter the field of psychology. There is a trend towards sports psychology programs embedded in athletics utilizing fellows and post-doctoral students and populating these positions with practitioners of color.

#### *Asian & Hispanic Behavioral Health Practitioners*

The reality that there is only one Hispanic behavioral health practitioner embedded in Power 5 athletic departments is truly unfortunate. In response to our research we were informed that in the Big 12 and SEC Hispanic providers work with college athletes as contractors and via the

university counseling center. Nonetheless, given the increase in LatinX male and female college athletes, as well as bi-racial Hispanic college athletes - this gap in service needs to be addressed.

## RECOMMENDATIONS

One of the confounding aspects of efforts by athletic departments to address race and social justice issues - is that they avoid getting their own houses in order. Acknowledging that greater diversity in behavioral health providers is needed might be obvious, but the confession needs to be overt and followed by action.

### *Universities*

From a risk management perspective, universities would be well-served to provide additional oversight to athletic departments regarding the hiring of behavioral health providers. This is an area of student life that university-level diversity, equity, and inclusion staff should be involved.

### *Conferences*

Almost every Power Five conference developed a Diversity and Inclusion Task Force in the aftermath of the police-involved deaths of George Floyd and Breonna Taylor. These task forces include senior staff from every conference member institution and increasing the racial and gender diversity among behavioral health practitioners should be on their agenda. More directly and concretely, each Power Five conference generates tens of millions of dollars in television revenue and could fund a minority mental health professional at every conference school that does not have one or that has one too few.

### *Organizations*

- *The Alliance of Social Workers in Sports (ASWIS)* – Consistent with the demography of behavioral and mental health practitioners nationally, ASWIS is the most diverse in terms of national behavioral health sport organizations. Currently the organization has at least 20 members working in Division I sports – including clinical and programming staff. ASWIS has published a list of licensed practitioners and provided the list to the NCAA and participated in the NCAA Diverse College Athlete Mental health Task force. ASWIS has also collaborated with the Big Sky by inviting their leadership to speak at its annual conference and offer conference admission free of charge. ASWIS is producing qualified sport social workers via its sports social worker certificate program but needs to explore partnering with social work programs to create formal post-graduate opportunities on par with the efforts of sports psychology.
- *The Big Sky* – The Big Sky is another membership organization comprised of behavioral health practitioners working in all levels of sports – mostly sports psychologists. The organization includes over 300 behavioral health practitioners, but only 22 (or so) Blacks and females. The Collegiate Clinical Counseling Sports Psychology Association (CCSPA) board, the umbrella organization for the Big Sky, does not include any people of color. Nonetheless, the Big Sky has attempted to increase practitioners of color via post-doctoral opportunities and issues of race via a call for papers on *Sports Psychology and*

*Dismantling Racism.* It is important to note that CCCSPA and Big Sky leadership generated barriers to the release.

### *The NCAA*

The NCAA appears ambivalent to diversity, equity and inclusion related to behavioral health. Up until July 2020, the NCAA had not invested in any efforts specifically directed towards the demographic population most responsible for NCAA and member institutions revenue. In July of 2020, the NCAA convened a mental health task force on diverse populations, but the governing body has yet to produce an outcome from the task force – despite the ongoing racial unrest and what seems to be a forced football season. The NCAA has the revenue stream to invest in an initiative, that includes helping behavioral health staff become more diverse.

## CLOSING THOUGHTS

Diversity is important for several reasons, but within the ideals of athletics we must remember that we “win” with diversity and diversity and inclusion makes “everything” better.

However, race, equity and social justice are highly charged spaces as evidenced by the reaction of some to this report – including a Big Ten athletic department being untruthful about whether a Black practitioner was an FTE. Nonetheless, what is truly encouraging that we learned at athletic departments like Missouri, Tennessee, and Southern California there are some authentic and intentional efforts at increasing diversity among their mental health providers for college athletes (and we look forward to highlighting that work soon).

Maryland (F-Racial Diversity), Notre Dame (D-Racial Diversity & D-Gender Diversity), and Missouri (F-Racial Diversity & F-Gender Diversity) will be hiring behavioral health specialists in the coming days, weeks, and months. The question is whether they will seek to improve their diversity or maintain the status quo?

"The importance of having representation that reflects our student-athlete population is important. Our students need to see paths for themselves.

- Herb Courtney, Renaissance Search & Consulting

Implicit bias is a term used to describe when we have attitudes towards people or associate stereotypes with them without our conscious knowledge. Is there an implicit bias when it comes to hiring behavioral health practitioners in college sports? The answer to that question is beyond the scope of this research. Nonetheless, there is “something” unfolding that influences the lack of representation of Black, Brown, Asian Hispanic, and male practitioners.

Once America realized the gravity of COVID-19 and its racial unrest, mental health practitioners working with Black and Brown consumers experienced greater awareness that Black mental health matters. Furthermore, the ways in which people achieve wellness is diverse. While, athletic departments have embraced social justice efforts of college athletes – they have largely avoided addressing social justice, in particular racial diversity and equity, within their own walls.

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Individual Athletic Department Report Cards

PAC-12

Washington St.	Methods	Methods	Comments	Grade
<b>Race</b>	50%White/50%Black A 60%White/40%Black B 70%White/30%Black C 80%White/20%Black D 90%White/10%Black F 100%White/0%Black F	50%White/50%Black A 40%White/60%Black B 30%White/70%Black C 20%White/80%Black D 10%White/90%Black F 0%White/100%Black F	One White	D
<b>Gender</b>	50%Male/50%Female A 60%Male/40%Female B 70%Male/30%Female C 80%Male/20%Female D 90%Male/10%Female F 100%Male/0%Female F	50%Male/50%Female A 40%Male/60%Female B 30%Male/70%Female C 20%Male/80%Female D 10%Male/90%Female F 0%Male/100%Female F	One Female	D
<b>Discipline</b>	4AOS A 3AOS B 2AOS C 1AOS D		Clinical psychology	D

Washington	Methods	Methods	Comments	Grade
<b>Race</b>	50%White/50%Black A 60%White/40%Black B 70%White/30%Black C 80%White/20%Black D 90%White/10%Black F 100%White/0%Black F	50%White/50%Black A 40%White/60%Black B 30%White/70%Black C 20%White/80%Black D 10%White/90%Black F 0%White/100%Black F	One White	D
<b>Gender</b>	50%Male/50%Female A 60%Male/40%Female B 70%Male/30%Female C 80%Male/20%Female D 90%Male/10%Female F 100%Male/0%Female F	50%Male/50%Female A 40%Male/60%Female B 30%Male/70%Female C 20%Male/80%Female D 10%Male/90%Female F 0%Male/100%Female F	One female	D
<b>Discipline</b>	4AOS A 3AOS B 2AOS C 1AOS D		Provider has MSW	D

Utah	Methods	Methods	Comments	Grade
<b>Race</b>	50%White/50%Black A 60%White/40%Black B 70%White/30%Black C 80%White/20%Black D 90%White/10%Black F 100%White/0%Black F	50%White/50%Black A 40%White/60%Black B 30%White/70%Black C 20%White/80%Black D 10%White/90%Black F 0%White/100%Black F	Two White, One Biracial (67%)	C
<b>Gender</b>	50%Male/50%Female A 60%Male/40%Female B 70%Male/30%Female C 80%Male/20%Female D 90%Male/10%Female F 100%Male/0%Female F	50%Male/50%Female A 40%Male/60%Female B 30%Male/70%Female C 20%Male/80%Female D 10%Male/90%Female F 0%Male/100%Female F	Two males, One female (67%)	C
<b>Discipline</b>	4AOS A 3AOS B 2AOS C 1AOS D		MSW, counseling psychology, clinical psychology	C



USC	Methods	Methods	Comments	Grade
<b>Race</b>	50%White/50%Black A 60%White/40%Black B 70%White/30%Black C 80%White/20%Black D 90%White/10%Black F 100%White/0%Black F	50%White/50%Black A 40%White/60%Black B 30%White/70%Black C 20%White/80%Black D 10%White/90%Black F 0%White/100%Black F	Four Whites & One Black	D
<b>Gender</b>	50%Male/50%Female A 60%Male/40%Female B 70%Male/30%Female C 80%Male/20%Female D 90%Male/10%Female F 100%Male/0%Female F	50%Male/50%Female A 40%Male/60%Female B 30%Male/70%Female C 20%Male/80%Female D 10%Male/90%Female F 0%Male/100%Female F	Three males & Two Females	C
<b>Discipline</b>	4AOS A 3AOS B 2AOS C 1AOS D		Clinical and Counseling Psychology and Psychiatry	A+

UCLA	Methods	Methods	Comments	Grade
<b>Race</b>	50%White/50%Black A 60%White/40%Black B 70%White/30%Black C 80%White/20%Black D 90%White/10%Black F 100%White/0%Black F	50%White/50%Black A 40%White/60%Black B 30%White/70%Black C 20%White/80%Black D 10%White/90%Black F 0%White/100%Black F	0	No grade
<b>Gender</b>	50%Male/50%Female A 60%Male/40%Female B 70%Male/30%Female C 80%Male/20%Female D 90%Male/10%Female F 100%Male/0%Female F	50%Male/50%Female A 40%Male/60%Female B 30%Male/70%Female C 20%Male/80%Female D 10%Male/90%Female F 0%Male/100%Female F	0	No grade
<b>Discipline</b>	4AOS A 3AOS B 2AOS C 1AOS D		0	No grade

Stanford	Methods	Methods	Comments	Grade
<b>Race</b>	50%White/50%Black A 60%White/40%Black B 70%White/30%Black C 80%White/20%Black D 90%White/10%Black F 100%White/0%Black F	50%White/50%Black A 40%White/60%Black B 30%White/70%Black C 20%White/80%Black D 10%White/90%Black F 0%White/100%Black F	Two White	F
<b>Gender</b>	50%Male/50%Female A 60%Male/40%Female B 70%Male/30%Female C 80%Male/20%Female D 90%Male/10%Female F 100%Male/0%Female F	50%Male/50%Female A 40%Male/60%Female B 30%Male/70%Female C 20%Male/80%Female D 10%Male/90%Female F 0%Male/100%Female F	Two Female	C+
<b>Discipline</b>	4AOS A 3AOS B 2AOS C 1AOS D		Counseling psychology, clinical psychology, sport psychology	B

Oregon State	Methods	Methods	Comments	Grade
<b>Race</b>	50%White/50%Black A 60%White/40%Black B 70%White/30%Black C 80%White/20%Black D 90%White/10%Black F 100%White/0%Black F	50%White/50%Black A 40%White/60%Black B 30%White/70%Black C 20%White/80%Black D 10%White/90%Black F 0%White/100%Black F	One Hispanic	F
<b>Gender</b>	50%Male/50%Female A 60%Male/40%Female B 70%Male/30%Female C 80%Male/20%Female D 90%Male/10%Female F 100%Male/0%Female F	50%Male/50%Female A 40%Male/60%Female B 30%Male/70%Female C 20%Male/80%Female D 10%Male/90%Female F 0%Male/100%Female F	One Male	F
<b>Discipline</b>	4AOS A 3AOS B 2AOS C 1AOS D			D

Oregon	Methods	Methods	Comments	Grade
<b>Race</b>	50%White/50%Black A 60%White/40%Black B 70%White/30%Black C 80%White/20%Black D 90%White/10%Black F 100%White/0%Black F	50%White/50%Black A 40%White/60%Black B 30%White/70%Black C 20%White/80%Black D 10%White/90%Black F 0%White/100%Black F	One Black	D
<b>Gender</b>	50%Male/50%Female A 60%Male/40%Female B 70%Male/30%Female C 80%Male/20%Female D 90%Male/10%Female F 100%Male/0%Female F	50%Male/50%Female A 40%Male/60%Female B 30%Male/70%Female C 20%Male/80%Female D 10%Male/90%Female F 0%Male/100%Female F	One Male	D
<b>Discipline</b>	4AOS A 3AOS B 2AOS C 1AOS D		Psy.D, LCSW	D

Colorado	Methods	Methods	Comments	Grade
<b>Race</b>	50%White/50%Black A 60%White/40%Black B 70%White/30%Black C 80%White/20%Black D 90%White/10%Black F 100%White/0%Black F	50%White/50%Black A 40%White/60%Black B 30%White/70%Black C 20%White/80%Black D 10%White/90%Black F 0%White/100%Black F	All White	F
<b>Gender</b>	50%Male/50%Female A 60%Male/40%Female B 70%Male/30%Female C 80%Male/20%Female D 90%Male/10%Female F 100%Male/0%Female F	50%Male/50%Female A 40%Male/60%Female B 30%Male/70%Female C 20%Male/80%Female D 10%Male/90%Female F 0%Male/100%Female F	Two Female, One Male (67%)	C
<b>Discipline</b>	4AOS A 3AOS B 2AOS C 1AOS D		Psychology	D

Cal Berkeley	Methods	Methods	Comments	Grade
<b>Race</b>	50%White/50%Black A 60%White/40%Black B 70%White/30%Black C 80%White/20%Black D 90%White/10%Black F 100%White/0%Black F	50%White/50%Black A 40%White/60%Black B 30%White/70%Black C 20%White/80%Black D 10%White/90%Black F 0%White/100%Black F	0	No grade
<b>Gender</b>	50%Male/50%Female A 60%Male/40%Female B 70%Male/30%Female C 80%Male/20%Female D 90%Male/10%Female F 100%Male/0%Female F	50%Male/50%Female A 40%Male/60%Female B 30%Male/70%Female C 20%Male/80%Female D 10%Male/90%Female F 0%Male/100%Female F	0	No grade
<b>Discipline</b>	4AOS A 3AOS B 2AOS C 1AOS D		0	No grade

ASU	Methods	Methods	Comments	Grade
<b>Race</b>	50%White/50%Black A 60%White/40%Black B 70%White/30%Black C 80%White/20%Black D 90%White/10%Black F 100%White/0%Black F	50%White/50%Black A 40%White/60%Black B 30%White/70%Black C 20%White/80%Black D 10%White/90%Black F 0%White/100%Black F	0	No grade
<b>Gender</b>	50%Male/50%Female A 60%Male/40%Female B 70%Male/30%Female C 80%Male/20%Female D 90%Male/10%Female F 100%Male/0%Female F	50%Male/50%Female A 40%Male/60%Female B 30%Male/70%Female C 20%Male/80%Female D 10%Male/90%Female F 0%Male/100%Female F	0	No grade
<b>Discipline</b>	4AOS A 3AOS B 2AOS C 1AOS D		0	No grade

Arizona	Methods	Methods	Comments	Grade
<b>Race</b>	50%White/50%Black A 60%White/40%Black B 70%White/30%Black C 80%White/20%Black D 90%White/10%Black F 100%White/0%Black F	50%White/50%Black A 40%White/60%Black B 30%White/70%Black C 20%White/80%Black D 10%White/90%Black F 0%White/100%Black F	One Black, Two White	C
<b>Gender</b>	50%Male/50%Female A 60%Male/40%Female B 70%Male/30%Female C 80%Male/20%Female D 90%Male/10%Female F 100%Male/0%Female F	50%Male/50%Female A 40%Male/60%Female B 30%Male/70%Female C 20%Male/80%Female D 10%Male/90%Female F 0%Male/100%Female F	Two female, One Male	C
<b>Discipline</b>	4AOS A 3AOS B 2AOS C 1AOS D		Counseling	C

**ACC**

NCSU	Methods	Methods	Comments	Grade
<b>Race</b>	50%White/50%Black A 60%White/40%Black B 70%White/30%Black C 80%White/20%Black D 90%White/10%Black F 100%White/0%Black F	50%White/50%Black A 40%White/60%Black 3 0%White/70%Black C 20%White/80%Black D 10%White/90%Black F 0%White/100%Black. F	Two whites, One Black	C
<b>Gender</b>	50%Male/50%Female A 60%Male/40%Female B 70%Male/30%Female C 80%Male/20%Female D 90%Male/10%Female F 100%Male/0%Female F	50%Male/50%Female A 40%Male/60%Female B 30%Male/70%Female C 20%Male/80%Female D 10%Male/90%Female F 0%Male/100%Female F	All female	F
<b>Discipline</b>	4AOS A 3AOS B 2AOS C 1AOS D		Psychology Counseling Psychology	C

Louisville	Methods	Methods	Comments	Grade
<b>Race</b>	50%White/50%Black A 60%White/40%Black B 70%White/30%Black C 80%White/20%Black D 90%White/10%Black F 100%White/0%Black F	50%White/50%Black A 40%White/60%Black B 30%White/70%Black C 20%White/80%Black D 10%White/90%Black F 0%White/100%Black F	All white	F
<b>Gender</b>	50%Male/50%Female A 60%Male/40%Female B 70%Male/30%Female C 80%Male/20%Female D 90%Male/10%Female F 100%Male/0%Female F	50%Male/50%Female A 40%Male/60%Female B 30%Male/70%Female C 20%Male/80%Female D 10%Male/90%Female F 0%Male/100%Female F	All female	F
<b>Discipline</b>	4AOS A 3AOS B 2AOS C 1AOS D		Social work Kinesiology	A

Miami	Methods		Methods		Comments	Grade
<b>Race</b>	50%White/50%Black 60%White/40%Black 70%White/30%Black 80%White/20%Black 90%White/10%Black 100%White/0%Black	A B C D F F	50%White/50%Black 40%White/60%Black 30%White/70%Black 20%White/80%Black 10%White/90%Black 0%White/100%Black	A B C D F F	1 White	D
<b>Gender</b>	50%Male/50%Female 60%Male/40%Female 70%Male/30%Female 80%Male/20%Female 90%Male/10%Female 100%Male/0%Female	A B C D F F	50%Male/50%Female 40%Male/60%Female 30%Male/70%Female 20%Male/80%Female 10%Male/90%Female 0%Male/100%Female	A B C D F F	One male	D
<b>Discipline</b>	4AOS 3AOS 2AOS 1AOS	A B C D			Psychology Clinical Psychology	D

UVA	Methods		Methods		Comments	Grade
<b>Race</b>	50%White/50%Black 60%White/40%Black 70%White/30%Black 80%White/20%Black 90%White/10%Black 100%White/0%Black	A B C D F F	50%White/50%Black 40%White/60%Black 30%White/70%Black 20%White/80%Black 10%White/90%Black 0%White/100%Black	A B C D F F	All white	F
<b>Gender</b>	50%Male/50%Female 60%Male/40%Female 70%Male/30%Female 80%Male/20%Female 90%Male/10%Female 100%Male/0%Female	A B C D F F	50%Male/50%Female 40%Male/60%Female 30%Male/70%Female 20%Male/80%Female 10%Male/90%Female 0%Male/100%Female	A B C D F F	One female, One male	A
<b>Discipline</b>	4AOS 3AOS 2AOS 1AOS	A B C D			Psychology Clinical Psychology	C

VA Tech	Methods	Methods	Comments	Grade
<b>Race</b>	50%White/50%Black A 60%White/40%Black B 70%White/30%Black C 80%White/20%Black D 90%White/10%Black F 100%White/0%Black F	50%White/50%Black A 40%White/60%Black B 30%White/70%Black C 20%White/80%Black D 10%White/90%Black F 0%White/100%Black F	All white	F
<b>Gender</b>	50%Male/50%Female A 60%Male/40%Female B 70%Male/30%Female C 80%Male/20%Female D 90%Male/10%Female F 100%Male/0%Female F	50%Male/50%Female A 40%Male/60%Female B 30%Male/70%Female C 20%Male/80%Female D 10%Male/90%Female F 0%Male/100%Female F	Two male, One female	C
<b>Discipline</b>	4AOS A 3AOS B 2AOS C 1AOS D		Psychology Kinesiology Counseling Clinical psychology	A

Wake Forest	Methods	Methods	Comments	Grade
<b>Race</b>	50%White/50%Black A 60%White/40%Black B 70%White/30%Black C 80%White/20%Black D 90%White/10%Black F 100%White/0%Black F	50%White/50%Black A 40%White/60%Black B 30%White/70%Black C 20%White/80%Black D 10%White/90%Black F 0%White/100%Black F	One white	D
<b>Gender</b>	50%Male/50%Female A 60%Male/40%Female B 70%Male/30%Female C 80%Male/20%Female D 90%Male/10%Female F 100%Male/0%Female F	50%Male/50%Female A 40%Male/60%Female B 30%Male/70%Female C 20%Male/80%Female D 10%Male/90%Female F 0%Male/100%Female F	One Female	D
<b>Discipline</b>	4AOS A 3AOS B 2AOS C 1AOS D		Clinical psychology	D



Clemson	Methods	Methods	Comments	Grade
<b>Race</b>	50%White/50%Black A 60%White/40%Black B 70%White/30%Black C 80%White/20%Black D 90%White/10%Black F 100%White/0%Black F	50%White/50%Black A 40%White/60%Black B 30%White/70%Black C 20%White/80%Black D 10%White/90%Black F 0%White/100%Black F	One White	D
<b>Gender</b>	50%Male/50%Female A 60%Male/40%Female B 70%Male/30%Female C 80%Male/20%Female D 90%Male/10%Female F 100%Male/0%Female F	50%Male/50%Female A 40%Male/60%Female B 30%Male/70%Female C 20%Male/80%Female D 10%Male/90%Female F 0%Male/100%Female F	One Female	D
<b>Discipline</b>	4AOS A 3AOS B 2AOS C 1AOS D		Counseling Psychology Kinesiology	D

Duke	Methods	Methods	Comments	Grade
<b>Race</b>	50%White/50%Black A 60%White/40%Black B 70%White/30%Black C 80%White/20%Black D 90%White/10%Black F 100%White/0%Black F	50%White/50%Black A 40%White/60%Black B 30%White/70%Black C 20%White/80%Black D 10%White/90%Black F 0%White/100%Black F	All white	F
<b>Gender</b>	50%Male/50%Female A 60%Male/40%Female B 70%Male/30%Female C 80%Male/20%Female D 90%Male/10%Female F 100%Male/0%Female F	50%Male/50%Female A 40%Male/60%Female B 30%Male/70%Female C 20%Male/80%Female D 10%Male/90%Female F 0%Male/100%Female F	Two Males, One Female	C
<b>Discipline</b>	4AOS A 3AOS B 2AOS C 1AOS D		Clinical Psychology Counseling Psychology Counseling	B

Georgia Tech	Methods	Methods	Comments	Grade
<b>Race</b>	50%White/50%Black A 60%White/40%Black B 70%White/30%Black C 80%White/20%Black D 90%White/10%Black F 100%White/0%Black F	50%White/50%Black A 40%White/60%Black B 30%White/70%Black C 20%White/80%Black D 10%White/90%Black F 0%White/100%Black F	One White	F
<b>Gender</b>	50%Male/50%Female A 60%Male/40%Female B 70%Male/30%Female C 80%Male/20%Female D 90%Male/10%Female F 100%Male/0%Female F	50%Male/50%Female A 40%Male/60%Female B 30%Male/70%Female C 20%Male/80%Female D 10%Male/90%Female F 0%Male/100%Female F	One female	F
<b>Discipline</b>	4AOS A 3AOS B 2AOS C 1AOS D		Clinical, Developme ntal, Neuro- School Psychology	C

Florida State	Methods	Methods	Comments	Grade
<b>Race</b>	50%White/50%Black A 60%White/40%Black B 70%White/30%Black C 80%White/20%Black D 90%White/10%Black F 100%White/0%Black F	50%White/50%Black A 40%White/60%Black B 30%White/70%Black C 20%White/80%Black D 10%White/90%Black F 0%White/100%Black F	One white	D
<b>Gender</b>	50%Male/50%Female A 60%Male/40%Female B 70%Male/30%Female C 80%Male/20%Female D 90%Male/10%Female F 100%Male/0%Female F	50%Male/50%Female A 40%Male/60%Female B 30%Male/70%Female C 20%Male/80%Female D 10%Male/90%Female F 0%Male/100%Female F	One female	D
<b>Discipline</b>	4AOS A 3AOS B 2AOS C 1AOS D		Psychology Comm. Org. Dev.	B

UNC	Methods	Methods	Comments	Grade
<b>Race</b>	50%White/50%Black A 60%White/40%Black B 70%White/30%Black C 80%White/20%Black D 90%White/10%Black F 100%White/0%Black F	50%White/50%Black A 40%White/60%Black B 30%White/70%Black C 20%White/80%Black D 10%White/90%Black F 0%White/100%Black F	All white	F
<b>Gender</b>	50%Male/50%Female A 60%Male/40%Female B 70%Male/30%Female C 80%Male/20%Female D 90%Male/10%Female F 100%Male/0%Female F	50%Male/50%Female A 40%Male/60%Female B 30%Male/70%Female C 20%Male/80%Female D 10%Male/90%Female F 0%Male/100%Female F	One male, One female	A
<b>Discipline</b>	4AOS A 3AOS B 2AOS C 1AOS D		Psychology Exercise sports science Professional counseling	A-

ND	Methods	Methods	Comments	Grade
<b>Race</b>	50%White/50%Black A 60%White/40%Black B 70%White/30%Black C 80%White/20%Black D 90%White/10%Black F 100%White/0%Black F	50%White/50%Black A 40%White/60%Black B 30%White/70%Black C 20%White/80%Black D 10%White/90%Black F 0%White/100%Black F	One white	D
<b>Gender</b>	50%Male/50%Female A 60%Male/40%Female B 70%Male/30%Female C 80%Male/20%Female D 90%Male/10%Female F 100%Male/0%Female F	50%Male/50%Female A 40%Male/60%Female B 30%Male/70%Female C 20%Male/80%Female D 10%Male/90%Female F 0%Male/100%Female F	One male	D
<b>Discipline</b>	4AOS A 3AOS B 2AOS C 1AOS D		Psychology	D

Pittsburgh	Methods	Methods	Comments	Grade
Race	50%White/50%Black A	50%White/50%Black A	All white	F
	60%White/40%Black B	40%White/60%Black B		
	70%White/30%Black C	30%White/70%Black C		
	80%White/20%Black D	20%White/80%Black D		
	90%White/10%Black F	10%White/90%Black F		
	100%White/0%Black F	0%White/100%Black F		
Gender	50%Male/50%Female A	50%Male/50%Female A	One Female, One Male	A
	60%Male/40%Female B	40%Male/60%Female B		
	70%Male/30%Female C	30%Male/70%Female C		
	80%Male/20%Female D	20%Male/80%Female D		
	90%Male/10%Female F	10%Male/90%Female F		
	100%Male/0%Female F	0%Male/100%Female F		
Discipline	4AOS A		Psychology Social Work Counseling	A-
	3AOS B			
	2AOS C			
	1AOS D			

### Big Ten

Wisconsin	Methods	Methods	Comments	Grade
Race	50%White/50%Black A	50%White/50%Black A	All White	F
	60%White/40%Black B	40%White/60%Black B		
	70%White/30%Black C	30%White/70%Black C		
	80%White/20%Black D	20%White/80%Black D		
	90%White/10%Black F	10%White/90%Black F		
	100%White/0%Black F	0%White/100%Black F		
Gender	50%Male/50%Female A	50%Male/50%Female A	One male, One Female	A
	60%Male/40%Female B	40%Male/60%Female B		
	70%Male/30%Female C	30%Male/70%Female C		
	80%Male/20%Female D	20%Male/80%Female D		
	90%Male/10%Female F	10%Male/90%Female F		
	100%Male/0%Female F	0%Male/100%Female F		
Discipline	4AOS A		Clinical & Sport Psychology	B
	3AOS B			
	2AOS C			
	1AOS D			

Nebraska	Methods	Methods	Comments	Grade
<b>Race</b>	50%White/50%Black A 60%White/40%Black B 70%White/30%Black C 80%White/20%Black D 90%White/10%Black F 100%White/0%Black F	50%White/50%Black A 40%White/60%Black B 30%White/70%Black C 20%White/80%Black D 10%White/90%Black F 0%White/100%Black F	Two White & Two Bi-Racial	A-
<b>Gender</b>	50%Male/50%Female A 60%Male/40%Female B 70%Male/30%Female C 80%Male/20%Female D 90%Male/10%Female F 100%Male/0%Female F	50%Male/50%Female A 40%Male/60%Female B 30%Male/70%Female C 20%Male/80%Female D 10%Male/90%Female F 0%Male/100%Female F	Two Male & Two Female	A
<b>Discipline</b>	4AOS A 3AOS B 2AOS C 1AOS D		Athletic Counselor, Sport, Neuro-Athletic Psychology	B

Minnesota	Methods	Methods	Comments	Grade
<b>Race</b>	50%White/50%Black A 60%White/40%Black B 70%White/30%Black C 80%White/20%Black D 90%White/10%Black F 100%White/0%Black F	50%White/50%Black A 40%White/60%Black B 30%White/70%Black C 20%White/80%Black D 10%White/90%Black F 0%White/100%Black F	Two Whites, One black & One Asian	A
<b>Gender</b>	50%Male/50%Female A 60%Male/40%Female B 70%Male/30%Female C 80%Male/20%Female D 90%Male/10%Female F 100%Male/0%Female F	50%Male/50%Female A 40%Male/60%Female B 30%Male/70%Female C 20%Male/80%Female D 10%Male/90%Female F 0%Male/100%Female F	Thee Females & One Male	C
<b>Discipline</b>	4AOS A 3AOS B 2AOS C 1AOS D		Sport Perform. Psychology	B

Michigan	Methods	Methods	Comments	Grade
<b>Race</b>	50%White/50%Black A 60%White/40%Black B 70%White/30%Black C 80%White/20%Black D 90%White/10%Black F 100%White/0%Black F	50%White/50%Black A 40%White/60%Black B 30%White/70%Black C 20%White/80%Black D 10%White/90%Black F 0%White/100%Black F	Two Biracial Three white, One Black	A
<b>Gender</b>	50%Male/50%Female A 60%Male/40%Female B 70%Male/30%Female C 80%Male/20%Female D 90%Male/10%Female F 100%Male/0%Female F	50%Male/50%Female A 40%Male/60%Female B 30%Male/70%Female C 20%Male/80%Female D 10%Male/90%Female F 0%Male/100%Female F	Three male, Three female	A
<b>Discipline</b>	4AOS A 3AOS B 2AOS C 1AOS D		Social Work Athletic counseling	C

Iowa	Methods	Methods	Comments	Grade
<b>Race</b>	50%White/50%Black A 60%White/40%Black B 70%White/30%Black C 80%White/20%Black D 90%White/10%Black F 100%White/0%Black F	50%White/50%Black A 40%White/60%Black B 30%White/70%Black C 20%White/80%Black D 10%White/90%Black F 0%White/100%Black F		No Grade
<b>Gender</b>	50%Male/50%Female A 60%Male/40%Female B 70%Male/30%Female C 80%Male/20%Female D 90%Male/10%Female F 100%Male/0%Female F	50%Male/50%Female A 40%Male/60%Female B 30%Male/70%Female C 20%Male/80%Female D 10%Male/90%Female F 0%Male/100%Female F		No Grade
<b>Discipline</b>	4AOS A 3AOS B 2AOS C 1AOS D		Counseling Psychology, Sport & Performance Psychology	No Grade

Maryland	Methods	Methods	Comments	Grade	
<b>Race</b>	50%White/50%Black	A	50%White/50%Black	A	All White
	60%White/40%Black	B	40%White/60%Black	B	
	70%White/30%Black	C	30%White/70%Black	C	
	80%White/20%Black	D	20%White/80%Black	D	
	90%White/10%Black	F	10%White/90%Black	F	
	100%White/0%Black	F	0%White/100%Black	F	
<b>Gender</b>	50%Male/50%Female	A	50%Male/50%Female	A	One Male, One Female
	60%Male/40%Female	B	40%Male/60%Female	B	
	70%Male/30%Female	C	30%Male/70%Female	C	
	80%Male/20%Female	D	20%Male/80%Female	D	
	90%Male/10%Female	F	10%Male/90%Female	F	
	100%Male/0%Female	F	0%Male/100%Female	F	
<b>Discipline</b>	4AOS	A			Sports Psy. LPC
	3AOS	B			
	2AOS	C			
	1AOS	D			

Illinois	Methods	Methods	Comments	Grade	
<b>Race</b>	50%White/50%Black	A	50%White/50%Black	A	0
	60%White/40%Black	B	40%White/60%Black	B	
	70%White/30%Black	C	30%White/70%Black	C	
	80%White/20%Black	D	20%White/80%Black	D	
	90%White/10%Black	F	10%White/90%Black	F	
	100%White/0%Black	F	0%White/100%Black	F	
<b>Gender</b>	50%Male/50%Female	A	50%Male/50%Female	A	0
	60%Male/40%Female	B	40%Male/60%Female	B	
	70%Male/30%Female	C	30%Male/70%Female	C	
	80%Male/20%Female	D	20%Male/80%Female	D	
	90%Male/10%Female	F	10%Male/90%Female	F	
	100%Male/0%Female	F	0%Male/100%Female	F	
<b>Discipline</b>	4AOS	A			0
	3AOS	B			
	2AOS	C			
	1AOS	D			

Rutgers	Methods	Methods	Comments	Grade	
Race	50%White/50%Black	A	50%White/50%Black	A	One Asian, One White
	60%White/40%Black	B	40%White/60%Black	B	
	70%White/30%Black	C	30%White/70%Black	C	
	80%White/20%Black	D	20%White/80%Black	D	
	90%White/10%Black	F	10%White/90%Black	F	
	100%White/0%Black	F	0%White/100%Black	F	
Gender	50%Male/50%Female	A	50%Male/50%Female	A	Two Males
	60%Male/40%Female	B	40%Male/60%Female	B	
	70%Male/30%Female	C	30%Male/70%Female	C	
	80%Male/20%Female	D	20%Male/80%Female	D	
	90%Male/10%Female	F	10%Male/90%Female	F	
	100%Male/0%Female	F	0%Male/100%Female	F	
Discipline	4AOS	A			Psychology & Sport Psychology
	3AOS	B			
	2AOS	C			
	1AOS	D			

Purdue	Methods	Methods	Comments	Grade	
Race	50%White/50%Black	A	50%White/50%Black	A	All White
	60%White/40%Black	B	40%White/60%Black	B	
	70%White/30%Black	C	30%White/70%Black	C	
	80%White/20%Black	D	20%White/80%Black	D	
	90%White/10%Black	F	10%White/90%Black	F	
	100%White/0%Black	F	0%White/100%Black	F	
Gender	50%Male/50%Female	A	50%Male/50%Female	A	One Male, One Female
	60%Male/40%Female	B	40%Male/60%Female	B	
	70%Male/30%Female	C	30%Male/70%Female	C	
	80%Male/20%Female	D	20%Male/80%Female	D	
	90%Male/10%Female	F	10%Male/90%Female	F	
	100%Male/0%Female	F	0%Male/100%Female	F	
Discipline	4AOS	A			Sport Psychology
	3AOS	B			
	2AOS	C			
	1AOS	D			



Penn State	Methods	Methods	Comments	Grade
<b>Race</b>	50%White/50%Black A 60%White/40%Black B 70%White/30%Black C 80%White/20%Black D 90%White/10%Black F 100%White/0%Black F	50%White/50%Black A 40%White/60%Black B 30%White/70%Black C 20%White/80%Black D 10%White/90%Black F 0%White/100%Black F	All White	F
<b>Gender</b>	50%Male/50%Female A 60%Male/40%Female B 70%Male/30%Female C 80%Male/20%Female D 90%Male/10%Female F 100%Male/0%Female F	50%Male/50%Female A 40%Male/60%Female B 30%Male/70%Female C 20%Male/80%Female D 10%Male/90%Female F 0%Male/100%Female F	One Female, One Male	A
<b>Discipline</b>	4AOS A 3AOS B 2AOS C 1AOS D		Performance Psychology Athletic Counselor	C

Ohio State	Methods	Methods	Comments	Grade
<b>Race</b>	50%White/50%Black A 60%White/40%Black B 70%White/30%Black C 80%White/20%Black D 90%White/10%Black F 100%White/0%Black F	50%White/50%Black A 40%White/60%Black B 30%White/70%Black C 20%White/80%Black D 10%White/90%Black F 0%White/100%Black F	Two Blacks, Two Whites	A
<b>Gender</b>	50%Male/50%Female A 60%Male/40%Female B 70%Male/30%Female C 80%Male/20%Female D 90%Male/10%Female F 100%Male/0%Female F	50%Male/50%Female A 40%Male/60%Female B 30%Male/70%Female C 20%Male/80%Female D 10%Male/90%Female F 0%Male/100%Female F	Three Females, One Male	C-
<b>Discipline</b>	4AOS A 3AOS B 2AOS C 1AOS D		Sports Psychology Athletic Counselor	B

Northwestern	Methods	Methods	Comments	Grade		
Race	50%White/50%Black	A	50%White/50%Black	A	0	No grade
	60%White/40%Black	B	40%White/60%Black	B		
	70%White/30%Black	C	30%White/70%Black	C		
	80%White/20%Black	D	20%White/80%Black	D		
	90%White/10%Black	F	10%White/90%Black	F		
	100%White/0%Black	F	0%White/100%Black	F		
Gender	50%Male/50%Female	A	50%Male/50%Female	A	0	No grade
	60%Male/40%Female	B	40%Male/60%Female	B		
	70%Male/30%Female	C	30%Male/70%Female	C		
	80%Male/20%Female	D	20%Male/80%Female	D		
	90%Male/10%Female	F	10%Male/90%Female	F		
	100%Male/0%Female	F	0%Male/100%Female	F		
Discipline	4AOS	A			0	No grade
	3AOS	B				
	2AOS	C				
	1AOS	D				

Michigan St.	Methods	Methods	Comments	Grade		
Race	50%White/50%Black	A	50%White/50%Black	A	0	No grade
	60%White/40%Black	B	40%White/60%Black	B30		
	70%White/30%Black	C	%White/70%Black	C		
	80%White/20%Black	D	20%White/80%Black	D		
	90%White/10%Black	F	10%White/90%Black	F		
	100%White/0%Black	F	0%White/100%Black	F		
Gender	50%Male/50%Female	A	50%Male/50%Female	A	0	No grade
	60%Male/40%Female	B	40%Male/60%Female	B		
	70%Male/30%Female	C	30%Male/70%Female	C		
	80%Male/20%Female	D	20%Male/80%Female	D		
	90%Male/10%Female	F	10%Male/90%Female	F		
	100%Male/0%Female	F	0%Male/100%Female	F		
Discipline	4AOS	A			0	No grade
	3AOS	B				
	2AOS	C				
	1AOS	D				

Indiana	Methods		Methods		Comments	Grade
<b>Race</b>	50%White/50%Black	A	50%White/50%Black	A	One White, One Biracial	B+
	60%White/40%Black	B	40%White/60%Black	B		
	70%White/30%Black	C	30%White/70%Black	C		
	80%White/20%Black	D	20%White/80%Black	D		
	90%White/10%Black	F	10%White/90%Black	F		
	100%White/0%Black	F	0%White/100%Black	F		
<b>Gender</b>	50%Male/50%Female	A	50%Male/50%Female	A	One Male, One Female	A
	60%Male/40%Female	B	40%Male/60%Female	B		
	70%Male/30%Female	C	30%Male/70%Female	C		
	80%Male/20%Female	D	20%Male/80%Female	D		
	90%Male/10%Female	F	10%Male/90%Female	F		
	100%Male/0%Female	F	0%Male/100%Female	F		
<b>Discipline</b>	4AOS	A			Sport Psychology Athletic Counselor MSW	B
	3AOS	B				
	2AOS	C				
	1AOS	D				

SEC

Vanderbilt	Methods		Methods		Comments	Grade
<b>Race</b>	50%White/50%Black	A	50%White/50%Black	A	One White	D
	60%White/40%Black	B	40%White/60%Black	B		
	70%White/30%Black	C	30%White/70%Black	C		
	80%White/20%Black	D	20%White/80%Black	D		
	90%White/10%Black	F	10%White/90%Black	F		
	100%White/0%Black	F	0%White/100%Black	F		
<b>Gender</b>	50%Male/50%Female	A	50%Male/50%Female	A	One Female	D
	60%Male/40%Female	B	40%Male/60%Female	B		
	70%Male/30%Female	C	30%Male/70%Female	C		
	80%Male/20%Female	D	20%Male/80%Female	D		
	90%Male/10%Female	F	10%Male/90%Female	F		
	100%Male/0%Female	F	0%Male/100%Female	F		
<b>Discipline</b>	4AOS	A			Alcohol/Dru g Addiction Counselor & Clinical psychology	C
	3AOS	B				
	2AOS	C				
	1AOS	D				

Tennessee	Methods	Methods	Comments	Grade
<b>Race</b>	50%White/50%Black A 60%White/40%Black B 70%White/30%Black C 80%White/20%Black D 90%White/10%Black F 100%White/0%Black F	50%White/50%Black A 40%White/60%Black B 30%White/70%Black C 20%White/80%Black D 10%White/90%Black F 0%White/100%Black F	Two White , One Black	C
<b>Gender</b>	50%Male/50%Female A 60%Male/40%Female B 70%Male/30%Female C 80%Male/20%Female D 90%Male/10%Female F 100%Male/0%Female F	50%Male/50%Female A 40%Male/60%Female B 30%Male/70%Female C 20%Male/80%Female D 10%Male/90%Female F 0%Male/100%Female F	One Female & Two Males	C
<b>Discipline</b>	4AOS A 3AOS B 2AOS C		Social Work	C

USCarolina	Methods	Methods	Comments	Grade
<b>Race</b>	50%White/50%Black A 60%White/40%Black B 70%White/30%Black C 80%White/20%Black D 90%White/10%Black F 100%White/0%Black F	50%White/50%Black A 40%White/60%Black B 30%White/70%Black C 20%White/80%Black D 10%White/90%Black F 0%White/100%Black F	Three White, One Black	C-
<b>Gender</b>	50%Male/50%Female A 60%Male/40%Female B 70%Male/30%Female C 80%Male/20%Female D 90%Male/10%Female F 100%Male/0%Female F	50%Male/50%Female A 40%Male/60%Female B 30%Male/70%Female C 20%Male/80%Female D 10%Male/90%Female F 0%Male/100%Female F	Two Females, Two Males	A
<b>Discipline</b>	4AOS A 3AOS B 2AOS C 1AOS D		Psychiatry, Psychology, School psychology, Social work	A

Missouri	Methods	Methods	Comments	Grade
<b>Race</b>	50%White/50%Black A 60%White/40%Black B 70%White/30%Black C 80%White/20%Black D 90%White/10%Black F 100%White/0%Black F	50%White/50%Black A 40%White/60%Black B 30%White/70%Black C 20%White/80%Black D 10%White/90%Black F 0%White/100%Black F	All White	F
<b>Gender</b>	50%Male/50%Female A 60%Male/40%Female B 70%Male/30%Female C 80%Male/20%Female D 90%Male/10%Female F 100%Male/0%Female F	50%Male/50%Female A 40%Male/60%Female B 30%Male/70%Female C 20%Male/80%Female D 10%Male/90%Female F 0%Male/100%Female F	Three Females	F
<b>Discipline</b>	4AOS A 3AOS B 2AOS C 1AOS D		Psychology, Sport & Counseling psychology	B

Mississippi	Methods	Methods	Comments	Grade
<b>Race</b>	50%White/50%Black A 60%White/40%Black B 70%White/30%Black C 80%White/20%Black D 90%White/10%Black F 100%White/0%Black F	50%White/50%Black A 40%White/60%Black B 30%White/70%Black C 20%White/80%Black D 10%White/90%Black F 0%White/100%Black F	All White	F
<b>Gender</b>	50%Male/50%Female A 60%Male/40%Female B 70%Male/30%Female C 80%Male/20%Female D 90%Male/10%Female F 100%Male/0%Female F	50%Male/50%Female A 40%Male/60%Female B 30%Male/70%Female C 20%Male/80%Female D 10%Male/90%Female F 0%Male/100%Female F	One male, One Female	A
<b>Discipline</b>	4AOS A 3AOS B 2AOS C 1AOS D		Social work, Psychology and visual arts, Counseling psychology	B

Kentucky	Methods	Methods	Comments	Grade
<b>Race</b>	50%White/50%Black A 60%White/40%Black B 70%White/30%Black C 80%White/20%Black D 90%White/10%Black F 100%White/0%Black F	50%White/50%Black A 40%White/60%Black B 30%White/70%Black C 20%White/80%Black D 10%White/90%Black F 0%White/100%Black F	One White	D
<b>Gender</b>	50%Male/50%Female A 60%Male/40%Female B 70%Male/30%Female C 80%Male/20%Female D 90%Male/10%Female F 100%Male/0%Female F	50%Male/50%Female A 40%Male/60%Female B 30%Male/70%Female C 20%Male/80%Female D 10%Male/90%Female F 0%Male/100%Female F	One Male	D
<b>Discipline</b>	4AOS A 3AOS B 2AOS C 1AOS D		Psychology, Sport and exercise psychology	C+

Georgia	Methods	Methods	Comments	Grade
<b>Race</b>	50%White/50%Black A 60%White/40%Black B 70%White/30%Black C 80%White/20%Black D 90%White/10%Black F 100%White/0%Black F	50%White/50%Black A 40%White/60%Black B 30%White/70%Black C 20%White/80%Black D 10%White/90%Black F 0%White/100%Black F	Two White, Two Blacks	A
<b>Gender</b>	50%Male/50%Female A 60%Male/40%Female B 70%Male/30%Female C 80%Male/20%Female D 90%Male/10%Female F 100%Male/0%Female F	50%Male/50%Female A 40%Male/60%Female B 30%Male/70%Female C 20%Male/80%Female D 10%Male/90%Female F 0%Male/100%Female F	Two Male, Two Female	A
<b>Discipline</b>	4AOS A 3AOS B 2AOS C 1AOS D		Social work, Psychiatry, Sociology, School	A+

Alabama	Methods	Methods	Comments	Grade
<b>Race</b>	50%White/50%Black A 60%White/40%Black B 70%White/30%Black C 80%White/20%Black D 90%White/10%Black F 100%White/0%Black F	50%White/50%Black A 40%White/60%Black B 30%White/70%Black C 20%White/80%Black D 10%White/90%Black F 0%White/100%Black F	One White	D
<b>Gender</b>	50%Male/50%Female A 60%Male/40%Female B 70%Male/30%Female C 80%Male/20%Female D 90%Male/10%Female F 100%Male/0%Female F	50%Male/50%Female A 40%Male/60%Female B 30%Male/70%Female C 20%Male/80%Female D 10%Male/90%Female F 0%Male/100%Female F	One Female	D
<b>Discipline</b>	4AOS A 3AOS B 2AOS C 1AOS D		Science with expertise in Mental health, Athletic training	C

Florida	Methods	Methods	Comments	Grade
<b>Race</b>	50%White/50%Black A 60%White/40%Black B 70%White/30%Black C 80%White/20%Black D 90%White/10%Black F	50%White/50%Black A 40%White/60%Black B 30%White/70%Black C 20%White/80%Black D 10%White/90%Black F	0	No Grade
<b>Gender</b>	50%Male/50%Female A 60%Male/40%Female B 70%Male/30%Female C 80%Male/20%Female D 90%Male/10%Female F	50%Male/50%Female A 40%Male/60%Female B 30%Male/70%Female C 20%Male/80%Female D 10%Male/90%Female F	0	No Grade
<b>Discipline</b>	4AOS A 3AOS B 2AOS C 1AOS D		0	No Grade

TXAM	Methods	Methods	Comments	Grade
<b>Race</b>	50%White/50%Black A 60%White/40%Black B 70%White/30%Black C 80%White/20%Black D 90%White/10%Black F 100%White/0%Black F	50%White/50%Black A 40%White/60%Black B 30%White/70%Black C 20%White/80%Black D 10%White/90%Black F 0%White/100%Black F	All White	F
<b>Gender</b>	50%Male/50%Female A 60%Male/40%Female B 70%Male/30%Female C 80%Male/20%Female D 90%Male/10%Female F 100%Male/0%Female F	50%Male/50%Female A 40%Male/60%Female B 30%Male/70%Female C 20%Male/80%Female D 10%Male/90%Female F 0%Male/100%Female F	One Male, One female	A
<b>Discipline</b>	4AOS A 3AOS B 2AOS C 1AOS D		Psychology, Sports Psychology, Counseling Psychology	B

Miss. State	Methods	Methods	Comments	Grade
<b>Race</b>	50%White/50%Black A 60%White/40%Black B 70%White/30%Black C 80%White/20%Black D 90%White/10%Black F 100%White/0%Black F	50%White/50%Black A 40%White/60%Black B 30%White/70%Black C 20%White/80%Black D 10%White/90%Black F 0%White/100%Black F	Two Blacks, One White	C
<b>Gender</b>	50%Male/50%Female A 60%Male/40%Female B 70%Male/30%Female C 80%Male/20%Female D 90%Male/10%Female F 100%Male/0%Female F	50%Male/50%Female A 40%Male/60%Female B 30%Male/70%Female C 20%Male/80%Female D 10%Male/90%Female F 0%Male/100%Female F	One Male, Two Females	C
<b>Discipline</b>	4AOS A 3AOS B 2AOS C 1AOS D		Clinical Mental Health, Sport, Exercise, Psychology, Counseling	A+



Auburn	Methods	Methods	Comments	Grade
<b>Race</b>	50%White/50%Black A 60%White/40%Black B 70%White/30%Black C 80%White/20%Black D 90%White/10%Black F 100%White/0%Black F	50%White/50%Black A 40%White/60%Black B 30%White/70%Black C 20%White/80%Black D 10%White/90%Black F 0%White/100%Black F	One Black, Two Whites	C
<b>Gender</b>	50%Male/50%Female A 60%Male/40%Female B 70%Male/30%Female C 80%Male/20%Female D 90%Male/10%Female F 100%Male/0%Female F	50%Male/50%Female A 40%Male/60%Female B 30%Male/70%Female C 20%Male/80%Female D 10%Male/90%Female F 0%Male/100%Female F	Two Females, One male	C
<b>Discipline</b>	4AOS A 3AOS B 2AOS C 1AOS D		Kinesiology /Sport Counseling, Perfor. psychology	A+

Arkansas	Methods	Methods	Comments	Grade
<b>Race</b>	50%White/50%Black A 60%White/40%Black B 70%White/30%Black C 80%White/20%Black D 90%White/10%Black F	50%White/50%Black A 40%White/60%Black B 30%White/70%Black C 20%White/80%Black D 10%White/90%Black F	Two White, One Black	C
<b>Gender</b>	50%Male/50%Female A 60%Male/40%Female B 70%Male/30%Female C 80%Male/20%Female D 90%Male/10%Female F 100%Male/0%Female F	50%Male/50%Female A 40%Male/60%Female B 30%Male/70%Female C 20%Male/80%Female D 10%Male/90%Female F 0%Male/100%Female F	Two Male, One Female	C
<b>Discipline</b>	4AOS A 3AOS B 2AOS C 1AOS D		Social work, Counseling psychology, Clinical MH counseling	A

LSU	Methods	Methods	Comments	Grade
<b>Race</b>	50%White/50%Black A 60%White/40%Black B 70%White/30%Black C 80%White/20%Black D 90%White/10%Black F 100%White/0%Black F	50%White/50%Black A 40%White/60%Black B 30%White/70%Black C 20%White/80%Black D 10%White/90%Black F 0%White/100%Black F	Two Blacks, Two Whites	A
<b>Gender</b>	50%Male/50%Female A 60%Male/40%Female B 70%Male/30%Female C 80%Male/20%Female D 90%Male/10%Female F 100%Male/0%Female F	50%Male/50%Female A 40%Male/60%Female B 30%Male/70%Female C 20%Male/80%Female D 10%Male/90%Female F 0%Male/100%Female F	Three Females, One Male	C
<b>Discipline</b>	4AOS A 3AOS B 2AOS C 1AOS D		Social work, Psychology, Counseling, Community mental health Counselor education	A+

Big 12

Baylor	Methods	Methods	Comments	Grade
<b>Race</b>	50%White/50%Black A 60%White/40%Black B 70%White/30%Black C 80%White/20%Black D 90%White/10%Black F 100%White/0%Black F	50%White/50%Black A 40%White/60%Black B 30%White/70%Black C 20%White/80%Black D 10%White/90%Black F 0%White/100%Black F	Two White	A
<b>Gender</b>	50%Male/50%Female A 60%Male/40%Female B 70%Male/30%Female C 80%Male/20%Female D 90%Male/10%Female F 100%Male/0%Female F	50%Male/50%Female A 40%Male/60%Female B 30%Male/70%Female C 20%Male/80%Female D 10%Male/90%Female F 0%Male/100%Female F	Two Female	F
<b>Discipline</b>	4AOS A 3AOS B 2AOS C		Clinical/ Psychology/SW	C

Iowa State	Methods	Methods	Comments	Grade
<b>Race</b>	50%White/50%Black A	50%White/50%Black A	One White	D
	60%White/40%Black B	40%White/60%Black B		
	70%White/30%Black C	30%White/70%Black C		
	80%White/20%Black D	20%White/80%Black D		
	90%White/10%Black F	10%White/90%Black F		
	100%White/0%Black F	0%White/100%Black F		
<b>Gender</b>	50%Male/50%Female A	50%Male/50%Female A	One Female	D
	60%Male/40%Female B	40%Male/60%Female B		
	70%Male/30%Female C	30%Male/70%Female C		
	80%Male/20%Female D	20%Male/80%Female D		
	90%Male/10%Female F	10%Male/90%Female F		
	100%Male/0%Female F	0%Male/100%Female F		
<b>Discipline</b>	4AOS A		One AOS – Master’s in MH Counseling	D
	3AOS B			
	2AOS C			
	1AOS D			

Kansas State	Methods	Methods	Comments	Grade
<b>Race</b>	50%White/50%Black A	50%White/50%Black A	One White	D
	60%White/40%Black B	40%White/60%Black B		
	70%White/30%Black C	30%White/70%Black C		
	80%White/20%Black D	20%White/80%Black D		
	90%White/10%Black F	10%White/90%Black F		
	100%White/0%Black F	0%White/100%Black F		
<b>Gender</b>	50%Male/50%Female A	50%Male/50%Female A	One Female	D
	60%Male/40%Female B	40%Male/60%Female B		
	70%Male/30%Female C	30%Male/70%Female C		
	80%Male/20%Female D	20%Male/80%Female D		
	90%Male/10%Female F	10%Male/90%Female F		
	100%Male/0%Female F	0%Male/100%Female F		
<b>Discipline</b>	4AOS A		Ph.D. Counseling Psych	D
	3AOS B			
	2AOS C			
	1AOS D			

OSU	Methods	Methods	Comments	Grade
<b>Race</b>	50%White/50%Black A 60%White/40%Black B 70%White/30%Black C 80%White/20%Black D 90%White/10%Black F 100%White/0%Black F	50%White/50%Black A 40%White/60%Black B 30%White/70%Black C 20%White/80%Black D 10%White/90%Black F 0%White/100%Black F	One White	D
<b>Gender</b>	50%Male/50%Female A 60%Male/40%Female B 70%Male/30%Female C 80%Male/20%Female D 90%Male/10%Female F 100%Male/0%Female F	50%Male/50%Female A 40%Male/60%Female B 30%Male/70%Female C 20%Male/80%Female D 10%Male/90%Female F 0%Male/100%Female F	One Male	D
<b>Discipline</b>	4AOS A 3AOS B 2AOS C 1AOS D		Educational psychology	D

TCU	Methods	Methods	Comments	Grade
<b>Race</b>	50%White/50%Black A 60%White/40%Black B 70%White/30%Black C 80%White/20%Black D 90%White/10%Black F 100%White/0%Black F	50%White/50%Black A 40%White/60%Black B 30%White/70%Black C 20%White/80%Black D 10%White/90%Black F 0%White/100%Black F	0	No Grade
<b>Gender</b>	50%Male/50%Female A 60%Male/40%Female B 70%Male/30%Female C 80%Male/20%Female D 90%Male/10%Female F 100%Male/0%Female F	50%Male/50%Female A 40%Male/60%Female B 30%Male/70%Female C 20%Male/80%Female D 10%Male/90%Female F 0%Male/100%Female F	0	No Grade
<b>Discipline</b>	4AOS A 3AOS B 2AOS C 1AOS D		0	No Grade

WVA	Methods	Methods	Comments	Grade
<b>Race</b>	50%White/50%Black A 60%White/40%Black B 70%White/30%Black C 80%White/20%Black D 90%White/10%Black F 100%White/0%Black F	50%White/50%Black A 40%White/60%Black B 30%White/70%Black C 20%White/80%Black D 10%White/90%Black F 0%White/100%Black F	One White	D
<b>Gender</b>	50%Male/50%Female A 60%Male/40%Female B 70%Male/30%Female C 80%Male/20%Female D 90%Male/10%Female F 100%Male/0%Female F	50%Male/50%Female A 40%Male/60%Female B 30%Male/70%Female C 20%Male/80%Female D 10%Male/90%Female F 0%Male/100%Female F	One female	D
<b>Discipline</b>	4AOS A 3AOS B 2AOS C 1AOS D		Ph.D Clinical Psychology	D

Texas	Methods	Methods	Comments	Grade
<b>Race</b>	50%White/50%Black A 60%White/40%Black B 70%White/30%Black C 80%White/20%Black D 90%White/10%Black F 100%White/0%Black F	50%White/50%Black A 40%White/60%Black B 30%White/70%Black C 20%White/80%Black D 10%White/90%Black F 0%White/100%Black F	Two White	F
<b>Gender</b>	50%Male/50%Female A 60%Male/40%Female B 70%Male/30%Female C 80%Male/20%Female D 90%Male/10%Female F 100%Male/0%Female F	50%Male/50%Female A 40%Male/60%Female B 30%Male/70%Female C 20%Male/80%Female D 10%Male/90%Female F 0%Male/100%Female F	Two Female	F
<b>Discipline</b>	4AOS A 3AOS B 2AOS C 1AOS D		Social Work	D

Oklahoma	Methods	Methods	Comments	Grade
<b>Race</b>	50%White/50%Black A 60%White/40%Black B 70%White/30%Black C 80%White/20%Black D 90%White/10%Black F 100%White/0%Black F	50%White/50%Black A 40%White/60%Black B 30%White/70%Black C 20%White/80%Black D 10%White/90%Black F 0%White/100%Black F	Three White, One Black	D
<b>Gender</b>	50%Male/50%Female A 60%Male/40%Female B 70%Male/30%Female C 80%Male/20%Female D 90%Male/10%Female F 100%Male/0%Female F	50%Male/50%Female A 40%Male/60%Female B 30%Male/70%Female C 20%Male/80%Female D 10%Male/90%Female F 0%Male/100%Female F	Two Male, Two female	A
<b>Discipline</b>	4AOS A 3AOS B 2AOS C 1AOS D		Behavioral Psych, PsyD (Psychologist, and community counseling	B

Kansas	Methods	Methods	Comments	Grade
<b>Race</b>	50%White/50%Black A 60%White/40%Black B 70%White/30%Black C 80%White/20%Black D 90%White/10%Black F 100%White/0%Black F	50%White/50%Black A 40%White/60%Black B 30%White/70%Black C 20%White/80%Black D 10%White/90%Black F 0%White/100%Black F	One White	D
<b>Gender</b>	50%Male/50%Female A 60%Male/40%Female B 70%Male/30%Female C 80%Male/20%Female D 90%Male/10%Female F 100%Male/0%Female F	50%Male/50%Female A 40%Male/60%Female B 30%Male/70%Female C 20%Male/80%Female D 10%Male/90%Female F 0%Male/100%Female F	One female	D
<b>Discipline</b>	4AOS A 3AOS B 2AOS C 1AOS D		Social Work	D

Texas Tech	Methods	Methods	Comments	Grade
<b>Race</b>	50%White/50%Black A 60%White/40%Black B 70%White/30%Black C 80%White/20%Black D 90%White/10%Black F 100%White/0%Black F	50%White/50%Black A 40%White/60%Black B 0%White/70%Black C 20%White/80%Black D 10%White/90%Black F 0%White/100%Black F	One White 3	D
<b>Gender</b>	50%Male/50%Female A 60%Male/40%Female B 70%Male/30%Female C 80%Male/20%Female D 90%Male/10%Female F 100%Male/0%Female F	50%Male/50%Female A 40%Male/60%Female B 30%Male/70%Female C 20%Male/80%Female D 10%Male/90%Female F 0%Male/100%Female F	One Male.	D
<b>Discipline</b>	4AOS A 3AOS B 2AOS C 1AOS D		Ph.D. Counseling Psychology	D

END