

# Cover Sheet: Request 13364

## SPM4XXX Sport Career Transitions

### Info

Process	Course New Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Dawn Shores dshores@hhp.ufl.edu
Created	11/21/2018 1:50:01 PM
Updated	8/30/2019 11:12:22 AM
Description of request	Requesting to create a new undergraduate course titled Sport Career Transitions to be reviewed by the department.

### Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	HHP - Tourism, Recreation and Sport Management 012602000	Stephen Dodd		11/21/2018
No document changes					
College	Approved	HHP - College of Health and Human Performance	Christopher Janelle		8/30/2019
Sport Career Transition Syllabus_CA Revised.docx					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			8/30/2019
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

## Course|New for request 13364

### Info

**Request:** SPM4XXX Sport Career Transitions

**Description of request:** Requesting to create a new undergraduate course titled Sport Career Transitions to be reviewed by the department.

**Submitter:** Dawn Shores dshores@hhp.ufl.edu

**Created:** 1/25/2019 10:05:54 AM

**Form version:** 2

### Responses

**Recommended Prefix** SPM

**Course Level** 4

**Number** XXX

**Category of Instruction** Advanced

**Lab Code** None

**Course Title** Sport Career Transitions

**Transcript Title** Sport Career Trans.

**Degree Type** Baccalaureate

**Delivery Method(s)** On-Campus

**Co-Listing** No

**Co-Listing Explanation** N/A

**Effective Term** Earliest Available

**Effective Year** 2019

**Rotating Topic?** No

**Repeatable Credit?** No

**Amount of Credit** 3

**If variable, # min** 0

**If variable, # max** 0

**S/U Only?** No

**Contact Type** Regularly Scheduled

**Weekly Contact Hours** 3

**Course Description** This course is designed to provide students with an in-depth understanding and appreciation of the transition to life after sport. Students will be introduced to the fundamentals of the sport career transition and athletic identity as well as to the common difficulties athletes experience in adjusting to life after sport.

**Prerequisites** Junior standing

**Co-requisites** None

**Rationale and Placement in Curriculum** This course is designed to provide students with an understanding of the field of athlete development. This course will enhance the elective options for sport management students while providing them with an opportunity to gain the necessary knowledge to learn about the area of athlete development and career opportunities for athlete development specialists. Currently the BS in Sport Management degree program requires students to complete 13 credits of sport management electives. This course would add an additional elective option for this requirement. Also outside majors who specialize in sport management could also take the course.

**Course Objectives** 1. Define various terminologies related to sport career transition and understand the importance of the athletic identity on both the sport career and transition to life after sport.

2. State the common challenges athletes can face during the transition as well as recognize key steps, strategies, and factors that have proven to facilitate a smooth sport career transition.

3. Apply a number of practical transition tools and resources to facilitate a do-it-yourself transition out of an athletic career.

4. Distinguish the different types of identity statuses and structural dimensions for identity formation and discuss the basic concept of liminality for athletes in transition.

5. Comprehend the value of role experimentation and social network expansion, recognize how awareness of personal attributes contribute to deeper understanding of self and accordingly identify and select suitable career options.

6. Learn how setting attainable short-term goals and desired long-term goals based on insights

and insights leads to the establishment of a viable non-athletic career plan.

7. Describe the separation, liminality, and reincorporation phases of the transition model and apply the strategies and directions provided in each of these phases to a shift from the athlete role to the next role in life to optimize psychosocial functioning in life after sport.

8. Explain what informational interviews and job shadowing are and conduct a few to engage in career exploration.

9. Prepare a professional and targeted resume and cover letter that effectively demonstrates their abilities, knowledge, experiences, and accomplishments and that is free from spelling and grammatical errors.

**Course Textbook(s) and/or Other Assigned Reading** Textbook: Burnett, W., & Evans, D. J. (2016). *Designing your life: How to build a well-lived, joyful life*. New York, NY: Knopf.

Assessment: Gallup Strengths Finder assessment (\$11.99)

<https://shop.gallup.com/strengths/1595620117-428.html>

**Weekly Schedule of Topics** See attached syllabus.

**Links and Policies** See attached syllabus

**Grading Scheme** See attached syllabus

**Instructor(s)** Michael Sagas, EdD

**SPM 3XXX**  
**Sport Career Transitions**  
**Course Syllabus (3 credits)**

**INSTRUCTORS:**

**Name:** Michael Sagas, Ed.D. - -  
**Office:** Yon Hall 4 - -  
**Email:** [msagas@ufl.edu](mailto:msagas@ufl.edu) - -  
**Phone:** 352-294-1640 - -

**COURSE INFORMATION:**

**Dates:** January 7 – April 24

**Class location:** FLG 250

**Class days and times:**

- Monday, Wednesday and Friday Period 3 (9:35-10:25 a.m.)

**No class dates:**

- January 21: Martin Luther King Jr. Day
- March 4-8: Spring Break

**Reading days (no classes):** April 25-26

**Final Exams:** April 27-May 3

The course website can be found on Canvas at <https://elearning.ufl.edu/> . For instructor office hours, please make an appointment.

**COURSE ELIGIBILITY:**

- 2HH-SPM or instructor permission.

**COURSE DESCRIPTION:**

This course is designed to provide sport managers with an in-depth understanding and appreciation of the transition to life after sport. Students will be introduced to the fundamentals of the sport career transition and athletic identity as well as to the common difficulties athletes experience in adjusting to life after sport.

The course will focus on exploring concepts of identity formation and liminality. It will also emphasize the importance of a “do-it-yourself” transition and focus on methods to encourage athletes to exert control over their forthcoming transitions. The course will enable students to learn strategies to assist athletes in acquiring a better understanding of their “self” through self-reflection, self-assessment, and participation in oversight-related activities. It will also enable them to make critical use of this self-knowledge to accordingly identify and select suitable career options. In fact, students will engage in identity exploration themselves by enhancing their self-awareness, broadening their social and professional networks, and investing in alternative roles. Based on this identity work, they will personally be able to set and define attainable short-term goals and desired long-term goals in order to establish viable career plans and assist athletes through planning for life after sport.

**LEARNING OBJECTIVES:**

At the completion of this course, students should be able to:

1. Utilize various terminologies related to sport career transition to convey the importance of the athletic identity on both the sport career and transition to life after sport.
2. State the common challenges athletes can face during the transition as well as recognize key steps, strategies, and factors that have proven to facilitate a smooth sport career transition.
3. Integrate a number of practical transition tools and resources to facilitate a do-it-yourself transition out of an athletic career.
4. Distinguish the different types of identity statuses and structural dimensions for identity formation and discuss the basic concept of liminality for athletes in transition.
5. Justify the value of role experimentation and social network expansion in transition, recognizing how awareness of personal attributes contribute to deeper understanding of self and viable career options.
6. Create attainable short-term goals and desired long-term goals based on outsidings and insights in the development to the establishment of a viable non-athletic career plan.
7. Classify the separation, liminality, and reincorporation phases of the transition model and apply the strategies and directions provided in each of these phases to a shift from the athlete role to the next role in life to optimize psychosocial functioning in life after sport.
8. Develop and maintain social and professional networks outside of the athletic environment, connect with potential future employers by participating in networking events, and actively engage in professional conversations during these events.
9. Explain what informational interviews and job shadowing are and conduct a few to engage in career exploration.
10. Prepare a professional and targeted resume and cover letter that effectively demonstrates their

abilities, knowledge, experiences, and accomplishments and that is free from spelling and grammatical errors.

### **REQUIRED COURSE MATERIALS:**

#### **Textbook:**

Burnett, W., & Evans, D. J. (2016). *Designing your life: How to build a well-lived, joyful life*. New York, NY: Knopf.

Holstein, J. A., Jones, R. S. & Koonce, Jr., G. E. (2015). *Is there life after football? Surviving the NFL*. New York, NY: New York University Press

**Assessment:** Gallup Strengths Finder assessment (\$11.99) <https://shop.gallup.com/strengths/1595620117-428.html>

All other materials will be posted on the Canvas course website ( <https://elearning.ufl.edu> ).

### **COURSE POLICIES:**

#### **Attendance, Participation, and Makeup Policy**

*Attendance will be monitored* and is defined as arriving on time for class and staying for the duration of the class session. Each unexcused late entrance to class will result in a deduction of 2 points off your participation grade and each unexcused absence will result in a deduction of 4 points off your participation grade.

*You will be awarded points for active participation.* A good participation grade will include regular contributions to group discussions and completion of all in-class activities. You will be responsible for all material covered in class. This is an interactive class, so you are expected to arrive to class on time, to have read the assigned readings, and to be prepared to discuss the various topics in class.

*No late assignments or incomplete assignments will be accepted.* All assignments must be submitted prior to the assignments' due dates. If the assignment is not submitted prior to the due date, it will be considered late and will result in a score of zero. Students with prior knowledge of an excused absence must make arrangements to submit assignments prior to the designated due date.

If personal circumstances arise that may interfere with your ability to meet a deadline, please let us know as soon as possible. We expect you to be proactive in this regard. Only University Accepted Excuses will be accepted and documentation must be provided. We will not be receptive to retrospective requests for extensions. The instructors reserve the right, in their sole discretion, to refuse to grant any make-up assignment.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx> .

#### **Honor Code Policy**

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity" by abiding to the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code ( <http://www.dso.ufl.edu/sccr/process/student-conduct-honorcode/> ) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructors.

#### **Disability Resource Center**

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/) ) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

#### **Course Evaluations**

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu> . Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/> .

- **PERFORMANCE EVALUATIONS:**

- **Experiential Activities – 300 points**

**Points**

- Identity Status Interview (45-minute meeting with Wendling or Sagas)  
  
  
50
- Two Exploration Activity Reflections: One on campus and one off campus  
  
  
30
- Two Former Athlete Transition Interview Reflections  
  
  
  
  
40
- Job Shadowing Reflection  
  
  
  
  
  
  
  
  
  
75
- Recruiter Roundtable/Career Showcase Networking Activity  
  
  
  
25
- Life Design Conversation (Informational Interview)

50

- Career Documents: Resume, Cover Letter and Elevator Speech

30

**Exams & Quizzes – 250 points**

- Midterm Exam

100

- Final Exam

100

- Quizzes (5)

50

**Projects – 150 points**

- Future Self Assignment

75

- ONET Career Exploration Assignment

40

- Future Prototyping Plans Presentation

10

- Self-Care Package



25

**Homework Assignments – 100 points**

- StrengthsFinder Assessment

25

- Insight 360- Self-Awareness Quiz

25

- Work Values Assessment

25

- The Good Time Journal

- The Good Time Journal

25

**In-Class Activities – 100 points**

*Will include but may not be limited to the following:*

- Two Identity Assessments: One pre-course and one post-course

20

- Identity Wheel Activity

10

- Transferable Skills Inventory

10

- Three Insight Questionnaires: Rumination, Humility and Feedback

15

- Personal Values Card Sort

15

- Three Designing Your Life Activities

30

**Participation – 100 points**

- Attendance and timeliness
- Contribution to class discussion

**EVALUATION SUMMARY:**

Assignment	Total Points	Percent of Grade
Experiential Activities	300	30%
Exams & Quizzes	250	25%
Projects	150	15%
Homework Assignments	100	10%
In-Class Activities	100	10%
Participation	100	10%
<b>Total</b>	<b>1,000</b>	<b>100%</b>

**GRADING SCALE:**

**Original file: Sport Career Transition Syllabus\_CA Revised.docx**

GRADE	PERCENTAGE	POINTS
A	93-100%	930-1,000
A-	90-92.9%	900-929
B+	87-89.9%	870-899
B	83-86.9%	830-869
B-	80-82.9%	800-829
C+	77-79.9%	770-799
C	73-76.9%	730-769
C-	70-72.9%	700-729
D+	67-69.9%	670-699
D	60-66.9%	600-669
F	59.9% or lower	599 or less

An explanation of UF grade points can be viewed here: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

#### **ADDITIONAL CAMPUS RESOURCES**

##### **Computing Help Desk**

For students needing technical assistance, please visit <http://helpdesk.ufl.edu/> or call 352-392-4357.

##### **Counseling and Wellness Center**

Contact the UF Counseling Center at 352-392-1575 or visit <http://www.counseling.ufl.edu/cwc/> for more information . For emergencies, please call 911.

##### **U Matter, We Care**

For individuals or friends in distress, please email [umatter@ufl.edu](mailto:umatter@ufl.edu) or call 352 392-1575 for assistance.

##### **University Police Department**

UPD can be reached at 352-392-1111 or <http://www.police.ufl.edu/> . For emergencies, please dial 911.

#### **TENTATIVE COURSE SCHEDULE**

WEEK	TOPIC	READING
<b>MODULE 1:</b> <b>The <i>Who</i> and <i>What</i> of Sport Career Transition</b>		
Week 1	Syllabus and Course Introduction Identity Status Interview Explanation	
Week 2	Defining transitions Defining sport careers <b>The Why: Why is it important to prepare athletes for their transition out of sport?</b>	<i>DYL: Introduction Chapter</i>
Week 3	Athlete panel: Early stages of retirement Trials of transition in elite athletes <i>Pre-course identity assessment</i> What does the science say? Common challenges and coping strategies <i>Health/Work/Love/Play Dashboard Activity</i>	<i>Life After Football: Chapter 8</i>  <i>DYL: Chapter 1</i>
Week 4	Playing with and without a playbook Athlete identity: Why is it important? Emerging adulthood Identity development deficiencies <i>How Often Do You Ruminant?</i> <i>Quiz 1</i>	<i>Life After Football: Chapter 7</i>  <i>DYL: Chapter 3</i>
Week 5	Introduction to the Liminality Model What is a DIY Transition? Liminality and athletes in transition Identity development & status paradigm Identity Assessment Report	
Week 6	Resumes Cover Letters Elevator Speeches Networking Basics Building a Personal Brand <i>Midterm Exam</i>	
<b>MODULE 3:</b> <b>The <i>How</i>: Proactive and the “pre-liminal” investments for a future transition out of sport</b>		
	Athlete panel: Tips & tricks for retirement	<i>DYL: Chapter 4</i>

Week 7	Introduction to the Insight-Outsight-Foresight Principle <i>Personal Identity Wheel Activity</i>	
Week 8	Insights & Internal self-awareness Importance of self-assessment StrengthsFinder Discussion <i>Personal Values Card Sort Activity</i> <i>How Humble Are You?</i> <i>Transferrable Skills Inventory</i> <i>Quiz 2</i>	<i>Article: What Self-Awareness Really Is</i>  <i>DYL: Chapter 2</i>
Week 9	Introduction to outsights External self-awareness Role experimentation Outsights The value of feedback <i>How much feedback are you getting?</i>	
Week 10	Foresights: Future plans Future Self Visualization <i>Odyssey Planning Activity</i> <i>Quiz 3</i>	<i>DYL: Chapters 5 &amp; 6</i>
<b>MODULE 4:</b> <b>The Next: Navigating Liminality through the Mapping of the DIY Transition Out of Sport</b>		
Week 11	Sport transition stressors Role and identity losses and changes Liminality Identity work Identity growth in the liminal period Future Self assignment explanation	<i>DYL: Chapter 7</i>
Week 12	Reincorporation Optimal identity profiles <i>Reframing Failure Worksheet</i> <i>Quiz 4</i>	<i>DYL: Chapter 8</i>
Week 13	Amanda Alexander Ph.D. CMPC-AASP Mental Health and Transition	<i>DYL: Chapter 9</i>
Week 14	Amanda Alexander Ph.D. CMPC-AASP Mental Health and Transition Preparing a Self-Care Transition Tool Kit <i>Quiz 5</i>	<i>DYL: Chapter 10</i>
<b>MODULE 5:</b> <b>The Outcome: Reincorporation and Optimal Psychological Functioning in Life After Sport</b>		
Week 15	Discovering your calling in life Optimizing well-being Eudaimonic Identity Trusting your inner voice discussion <i>Final Exam</i>	<i>DYL: Chapter 11</i>
Week 16	Future Resources Incorporating your team Future Prototyping Plans Presentations Reflection <i>Post-course identity assessment</i>	<i>DYL: Conclusion</i>
Exam Week	No Class – Exam Week	

***The instructor reserves the right to make changes to the syllabus and schedule as the class progresses and circumstances arise. Students will be given ample notice of any changes.***

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