

**Sport Career Transitions**  
**PET 4262, Fall 2024**  
**Dr. Molly Harry**

**Course Description:** This course offers an in-depth understanding and appreciation of the transition to life after sport, particularly for college athletes. A transition is an event or non-event resulting in a shift in an individual's assumptions about themselves and the world that subsequently leads to a change in behavior and relationships. This course examines fundamentals of sport career transitions and athletic identity as well as common difficulties athletes experience in adjusting to life after sport. Other topics covered include athletes' various identities, the role of significant others in athletes lives and transitions, transition-related theories, and programmatic planning and adjustments athletic departments can take to enhance this transition process for athletes. This course combines lectures, readings, discussion posts, interviews, and group assignments/projects to assist students in understanding the aforementioned components of sport career transitions.

The course schedule is posted to Canvas on the Modules tab; however, this is subject to change based on the instructor.

**Instructor Information**

Molly Harry, Ph.D.  
FLG 250C

[Mharry3@ufl.edu](mailto:Mharry3@ufl.edu)

Office Hours: Tuesdays 10:30-11:30am or by appointment. Please stop by! I'm here to help and support YOU!!

**Course Objectives**

*Upon completion of this course students are expected to successfully:*

- ✓ **Evaluate** the college sport and transition context college athletes navigate
- ✓ **Analyze** athletes' identities and their development
- ✓ **Research** former college athletes' transition experiences.
- ✓ **Create** a sport retirement plan for college athletes.

**Text & Reading Material**

- Menke, D. J. (2020). *College athletes and their transitions out of sports*. Peter Lang.
  - ISBN-10: 1433168685
  - ISBN-13: 978-1433168680
- **Additional readings and materials will be posted to Canvas**

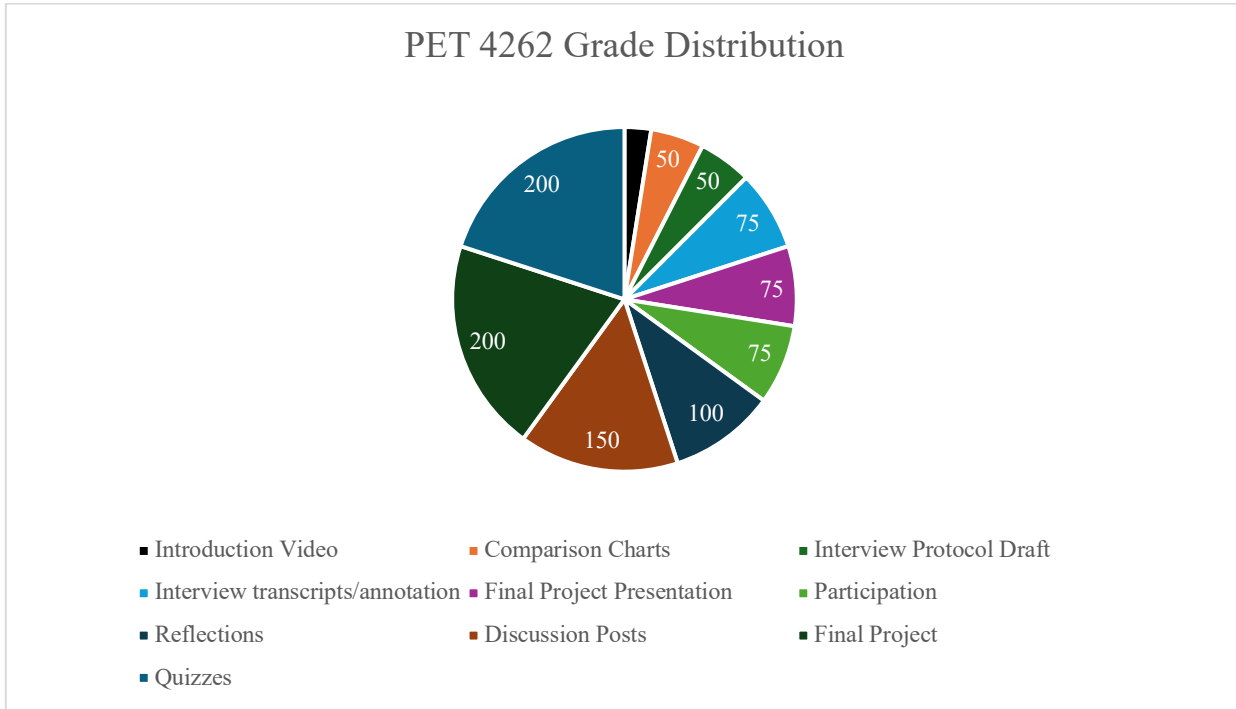
**Grading Policy**

This course follows the University of Florida's grading policy. See current UF Grading Policies for further details:

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

A	= 100-93	C(S)	= 76.99-73
A-	= 92.99-90	C-(U)	= 72.99-70
B+	= 89.99-87	D+	= 69.99-67
B	= 86.99-83	D	= 66.99-63
B-	= 82.99-80	D-	= 62.99-60
C+	= 79.99-77	E	= 59.99-0

Final grades will **NOT** be rounded up. The only reason to dispute a grade is if you think there is a mistake, I'm human, so that is possible. However, if students email inquiring about grade change (round up) or extra credit I will not respond and I will delete the email. In asking for a grade change, you have indicated: (a) You don't/haven't read my communications or syllabus and (b) rules do not apply to you. Students will receive the grades they have **EARNED**.



### Assignments

PET 4262 offers a variety of assignments to ensure students' success. The course is out of 1,000 total points. See below and the Canvas page for more information. Within the confines of this class all students are expected to abide by the UF Honor Code, which you can read here:

<https://sccr.dso.ufl.edu/process/student-conduct-code/>.

### Introduction Video (25 points)

This is a short video for the instructor to get to know YOU!

### Reflections (100 points)

There will be 2 written reflection papers due to Canvas. Format includes 1-2 pages double-spaced with 1-inch margins; name, date, and reflection question at the top. Students should follow 7th edition APA formatting for references and citations with the reference list at the end of the paper. It is required that students include at least 2 course readings or 1 course reading and 1 outside reading in their reflections. Late papers will not be accepted and will be counted as a zero. Reflections should include the application of concepts from course readings, lectures, and/or class discussions. The objective of reflections is to apply readings to one's own experiences, tell the audience something new, critique the literature/assigned readings, or offer another form of engagement with the material. While students may want to summarize to provide context about the topics being discussed in the reflection, the whole essay is not a summary. Assignment must be uploaded as a word document. See Canvas for more specifics.

**Discussion Posts (150 points)**

After reading the assigned material with intention, students will post an original discussion post ranging from 2-3 in-depth paragraphs that address the assigned question. Next, students will respond to at least 1 peer with at least 1 in-depth paragraph. This response must be respectful, but can also offer the peer constructive feedback, ask questions, or build on the other person's idea(s). There are three discussion posts this semester. See Canvas for more specifics.

**Quizzes (200 points)**

These assessments (10 total) will occur throughout the semester and periodically test student knowledge of course concepts. Students will be tested over course concepts taught in class through lectures, assignments, readings and discussions. Students will answer questions in various types of formats from multiple choice, true/false, fill in the blank, and long/short answer responses.

**Comparison charts (50 points)**

This assignment will help students reflect on the varied experiences athletes have as they move beyond their sports careers and identify common themes and unique factors influencing their transitions out of sport. There will be two comparison charts this semester with the first one focusing on transition experiences of athletes from the readings, and the next one focusing on students' interviews with former athletes and their experiences with the transition out of sport. See Canvas for more specifics.

**Interview Protocol Draft (50 points)**

This assignment will develop students' skills in qualitative research, critical thinking, and the practical application of course concepts. In their assigned groups, students will develop an interview protocol to explore the sport retirement experiences of former college athletes. Through this interview, students will gain insights into the challenges and successes former college athletes faced as they transitioned out of collegiate competition. Specific attention should be paid to course-specific concepts like athletes' various identities and identity development, theoretical perspectives of transitions, mental/physical health, institutional programming available (or lack thereof), career planning and other related concepts. The final protocol should demonstrate not only students' application of course concepts, but also their clear understanding of semi-structured interviews and ethical research considerations.

**Interview Transcripts/Annotations (75 points)**

This assignment will develop students' skills in qualitative research, critical thinking, and the practical application of course concepts. After conducting your interview, you are required to submit a detailed transcript of the conversation. If recorded on Zoom, the platform will transcribe for you. It will not be 100% accurate, therefore, you'll need to go back and read and make corrects as needed. Along with the transcript, you must include annotations that highlight key themes, significant quotes, and any points of interest. These can be connected back to course concepts and ideas presented throughout the class. Additionally, students should provide a reflective analysis discussing your observations, insights, and any emerging patterns (this will help for the next "Themes" assignment). In total, students should have at least 15 annotations (5 points each). Annotations can be done in Track Changes in Microsoft Word, bullet points under quotes, contained in an Excel file, or however the student likes to organize their thoughts. See Canvas for more specifics.

### **Final Project (200 points)**

This is students' final group project for an enhanced transition program based on a cumulative understanding of the transition out of sport process. This project must be informed by the assigned readings/materials, guest speakers, and interviews conducted with former college athletes. Please refer to rubric below for further guidance and grading.

- Title- 5
- Program rationale- 15
- Mission statement (includes reference to the target audience)- 10
- 3 objectives (minimum)- 30
  - Themes
- Programmatic phases (minimum 3, maximum 6)- 75
  - Should be written as a flow chart/progression
  - Workshops, trainings, seminars, and/or activities and what the athletes should have achieved in preparation for the transition
    - Duration/timeline of each phase
  - Delivery mode and other tools utilized
- Location (what institution/type of school) and facilitation of who will run/manage the program- 10
- Evaluation- 40
  - How will you determine the quality, effectiveness, etc. of the transition programming
- References from course- 15
- Students should reference at least 5 sources from class throughout the project that bolster the rationale and design for their programming.

### **Final Presentation (75 points)**

In their groups, students will present their project to the class (inclusive of the project components described on Canvas) and demonstrate their enthusiasm and knowledge for sport career transitions. See Canvas for more specifics.

### **Participation (75 points)**

Participation enhances the learning environment for everyone in the class and is required to be successful. You should be prepared to discuss the readings and materials for each session.

The **quality (not just quantity)** of students' insightful comments will be evaluated and recorded after each class. Students should demonstrate knowledge and thoughtful analysis of the readings/materials along with the ability to express ideas clearly and effectively. Similarly, students are encouraged to ask questions throughout the class. If you do not plan to participate, this course might not be the right fit for you.

Most importantly, this class aims to foster an inclusive and respectful environment. While students (and the professor) may pose differing opinions or pose challenging/critical questions or ideas on a variety of topics discussed throughout the semester, rude, demeaning, or discriminatory comments will not be tolerated (they will result in a zero for participation on that day and may warrant further action). **Additionally, students should refrain from doing work for other courses, watching film, texting, scrolling through social media, etc.** All attention should be focused on this class and the instructor reserves the right to remove points if it appears the student (or class as a whole) is not engaged in PET 4262. If there are personal circumstances influencing your ability to participate, that is more than okay, but students should communicate this to the professor. **Each in person day is worth 3 points for a total of 75 points.**

An unexcused absence will be a 0 for that day and an excused absence will receive 1.5 points on that day (unless you invoke the “Oh S\*&\$ clause described below). Unexcused absences include working athletics events that are not for an assistantship position, sorority/fraternity events, travel unrelated to school/athletics participation, non-emergency doctors’ visits, and non- emergency trips to see family. I reserve the right to mark an absence as excused/unexcused and students with questions should reach out before their potential absence.

- **“Oh S\*&\$” Clause:** I’m aware that it is impossible to consider all the possible circumstances that may prevent you from attending this course and/or the timely submission of your assignments. Therefore, you may choose to invoke this clause for one class attendance/participation (you will receive full attendance/participation points) and one individual assignment (excluding final presentations) and request an extension, no explanation required. Simply contact me before the due date and inform me that you would like to invoke the clause for the assignment and we will negotiate a new due date together.

## **Other University of Florida Policies**

### **University Policy on Accommodating Students with Disabilities**

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 that must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

### **University Policy on Academic Conduct**

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 by 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-honor-code/>) 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 instructor or TAs in this class.

### **Communication Courtesy**

All members of the class are expected to follow rules of common courtesy during, before and after class, in all email messages, threaded discussions and chats. I will respond during business hours and do my best to communicate with students collectively and individually in a timely manner. In return, I expect students to engage with the same courtesy.

### **Technical Difficulties**

For issues with technical difficulties for Canvas, please contact the UF Help Desk at:

- <http://helpdesk.ufl.edu>
- (352) 392-HELP (4357)
- Walk-in: HUB 132

Any requests for make-ups due to technical issues should be accompanied by the ticket number received from the Help Desk when the problem was reported to them. The ticket number will document the time and date of the problem. You should e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

### **Health & wellness**

- **U Matter, We Care:** If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu), 352-392-1575, or visit [umatter.ufl.edu](http://umatter.ufl.edu) to refer or report a concern and a team member will reach out to the student in distress.
- **Counseling and Wellness Center:** Visit [counseling.ufl.edu](http://counseling.ufl.edu) or call 352-392-1575 for information on crisis services as well as non-crisis services.
- **Student Health Care Center:** Call 352-392-1161 for 24/7 information to help you find the care you need, or visit [shcc.ufl.edu](http://shcc.ufl.edu).
- **University Police Department:** Visit [police.ufl.edu](http://police.ufl.edu) or call 352-392-1111 (or 9-1-1 for emergencies).
- **UF Health Shands Emergency Room/Trauma Center:** For immediate medical care in Gainesville, call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [ufhealth.org/emergency-room-trauma-center](http://ufhealth.org/emergency-room-trauma-center).

### **Academic & Student Support**

- **Career Connections Center:** 352-392-1601. Career assistance and counseling services [career.ufl.edu/](http://career.ufl.edu/).
- **Library Support:** Various ways to receive assistance with respect to using the libraries or finding resources. [cms.uflib.ufl.edu/ask](http://cms.uflib.ufl.edu/ask)
- **Teaching Center:** 352-392-2010 General study skills and tutoring: [teachingcenter.ufl.edu/](http://teachingcenter.ufl.edu/)
- **Writing Studio:** 352-846-1138. Help brainstorming, formatting, and writing papers: [writing.ufl.edu/writing-studio/](http://writing.ufl.edu/writing-studio/)

### **Course Evaluations**

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

I'm looking forward to a great semester... Go Gators!!