

PGM 3.0 Program

PGM 100 – Introduction to Golf Management

Tuesday & Thursday 9:30 – 10:50

School of Business – Room 107

Fall 2018

Instructor: Kenneth Jones
Office: Room 238
Office Hours: Tuesday, Wednesday, Thursday 11:00 – 12:30, Friday 9:00 – 11:00
Phone: (910) 893-1395, Campus ext. 1395
E-mail: jonesk@campbell.edu

Course Description: An introductory course that provides an overview of golf industry employment, examines the structure, function, and history of the PGA of America, and reviews the etiquette, definitions, and Rules of golf.

****This course supports the University mission by equipping students with the vocational skills and professional integrity required to serve the regional, national, and international communities.**

Learning Outcomes: After completing Introduction to Golf Management, students will be able to:

1. Identify the elements required to complete the PGA Golf Management Program
2. Demonstrate a thorough understanding of the PGA History and Constitution
3. Describe and use the USGA's *The Rules of Golf* when making decisions concerning the Rules of Golf
4. Describe and have working knowledge of the contemporary techniques used to successfully secure and maintain employment in the golf industry

Required Materials & Textbook: PGA Portal Access for PGM 3.0 Qualifying Level – Introduction to the PGA PGM, The PGA Constitution, PGA History, Rules of Golf, and Career Enhancement. Your instructor will direct you on how to gain PGA Portal access during class instruction. You must bring a print copy of the course material with you to class each day. A printed version of the course manuals will be given to you in class FREE of charge.

Course Fees: The related PGA Education Fees for this course are included in the \$1350 Semester Fee charged to you as a PGA Golf Management student. That fee was charged to your student account by the end of July. If you made a deposit for the PGA Golf Management Program, then it was credited before charges were added to your account.

Suggested Reading: The program has built an extensive collection of contemporary reading materials on the golf industry. There are approximately 200 golf instruction books available in the Wiggins Library. Current golf industry periodicals are also available in the Wiggins Library.

Relevant Websites & Apps:

PGA website	www.pga.com	PGA Website	www.pga.org
Local Weather	www.wral.com/weather/	Golf Business	www.ngcoa.org/
Weather APP	Dark Sky (\$3.99)		

Campbell University Mission: The mission of Campbell University is to graduate students with exemplary academic and professional skills who are prepared for purposeful lives and meaningful service. See the rest of the mission statement at this link: <http://www.campbell.edu/mission/>

Student Email: Upon registration of a student, Computing Services creates an email address that is commonly used by professors and others to get in contact with students for classes. Each mailbox has a 7+ GB limit for storage and a 20 MB limit for sending, information that may prove useful to know. Students can check their mail through the link on the Campbell home page or through the following link: <http://mail.email.campbell.edu/>

Modification or Accommodations: Students with documented disabilities who desire modifications or accommodations must contact the Office of Disability Services located in the University's Student Services Building (between Carter Gym

and the Wallace Student Center). No accommodations will be made without approval through this office. A medical, psychological or other diagnosis may rise to the level of a disability if it substantially limits one or more major life functions, one of which is learning. A disability may be temporary or ongoing. Please contact Disability Services for more information if you believe you may need services.

For disability services, contact:

Laura Rich, Director, Disability Services
Student Services Bldg.
910-814-4364, or richl@campbell.edu

Academic Support: To aid in student success, Campbell University also aims to provide exceptional academic student support. Academic Support Services offers tutoring, supplemental instruction, coaching and other academic support programs and services to all students. Students are able to request these services through the Student Success website, Starfish or receive a referral from faculty.

For academic support please contact:

Dr. Bernice Alston, Director, Academic Support Services
Student Services Bldg., Rm. 113
910-814-4358 or balston@campbell.edu
Shirley Parker, Assistant Director, Academic Support Services Student Services Bldg., Rm. 114
910-814-4363 or sparker@campbell.edu

Counseling Services: All main campus undergraduate students can receive free confidential counseling through Counseling Services. To make an appointment, visit the office located at 233 Leslie Campbell Avenue (brick house beside Memorial Baptist Church and across from Bob Barker Hall) or call 910-814-5709.

Academic Conduct: Consistent with the University mission, the University expects students to exhibit moral courage and ethical responsibility.

The University Code of Honor states that members of the University community should be “honest in all behavior.” Each student of Campbell University, therefore, is expected to personally demonstrate academic integrity. That is, each student (1) should have an unwavering commitment to doing the best he/she can with his/her own intellectual resources, (2) should be truthful in all matters, (3) should maintain appropriate confidentiality when representing the University, and (4) should encourage academic integrity among all fellow members of the University community.

By joining this University community, each student acknowledges and agrees that he/she will abide by the precepts stated above. A pdf with the full Academic Conduct policy is available at the link below:

http://www.campbell.edu/pdf-top/student_handbook/viii_academic_conduct.pdf

Blackboard Enrollment:

1. Students pre-registered in the class have been enrolled in the course over Campbell’s Blackboard site. Students adding the class late may have to enroll in Blackboard through the instructor.
2. If you don’t see the **Intro to Golf Management** course on your Blackboard homepage, then send your instructor an Email with the Subject Line – Blackboard Enrollment Needed. Please include your First Name, Middle Initial, Last Name, and Student ID# in the body of the email.

Blackboard Login:





1. To login to the course you must first open your web browser and go to the following site:
<http://www.blackboard.campbell.edu/>. Make the site a Favorite or Bookmark on your browser.
2. Click on **Login**, enter your Username and Password, and then click **Login** again. Your HomePage will appear on your screen. Click on **Intro to Golf Management** and you will enter the course.

Blackboard Materials: Additional course materials for the class can be found on Blackboard. Under COURSE DOCUMENTS you'll find the syllabus, textbook, seminar manual, power point slideshow, test blueprint, and work experience files. Select lesson lecture videos may also be available under the TEGRITY CLASSES tab on Blackboard. The PowerPoint slides from each lesson will be reviewed in the lecture video and pertinent examples given of lesson concepts.

Blackboard Assignments: Assignments and Quizzes have been deployed through the Blackboard course for PGM 100. You should access all of the assignments, quizzes, cases, and exams directly from Blackboard. Refer to the Course Orientation Tegrity video to understand how to use the assessment tools found in Blackboard.

Discussion Board Assignments: Discussion Board topics are listed on the syllabus and each is worth 25 points. The Discussion Board Rubric will be used to evaluate each discussion board post. Each assignment contains two parts:

1. Students are required to post their response to the Discussion Board Topic
2. Students are required to respond to **two** posts of other students and provide feedback about their post

Name	Discussion Board Rubric		
Description	The Discussion Board Rubric will be used to grade your understanding of the concepts presented, written communication skills, and interaction with classmates on the discussion boards.		
Rubric Detail			
	Levels of Achievement		
Criteria	Missing	Partially Complete	Complete
A new thread 	0 Points Student did not post a thread	7 Points The student completed the new thread, but did not fully answer the question.	10 Points The student completed the new thread and fully answered the question.
Application of Knowledge 	1 Points Student shows limited evidence of understanding the concepts and materials presented in the course	3 Points Student shows an understanding of the concepts and materials presented in the course	5 Points Student shows an exceptional understanding of the concepts and materials presented in the course
Reply to another post 	0 Points Student did not post replies to another student post	3 Points The student completed only one reply post or the reply posts were not related to the topic.	5 Points The student completed reply posts that was relevant to the topic.
Grammar 	1 Points Student failed to use proper spelling, grammar, and punctuation in discussion board post and replies	3 Points Most of the student's work uses proper spelling, grammar, and punctuation, but errors still exist in the post and replies	5 Points Student uses proper spelling, grammar, and punctuation in the post and replies

Class Participation: Students are expected to actively contribute to in class discussion and forum topics found on Blackboard course website. In addition, students in this course will earn credit for class participation and for recertification in the PGMSA by working to pick and clean range balls at the practice facility. Students are able to earn 25 points for each session they help pick the range at the close of daily operations...up to a maximum of 100 points. The sign-up sheet will be available at the end of the first class and at then at the pro shop counter at the golf facility after class.

You must check-in at the pro shop prior to starting your assigned duties and again after completing the duties. Each session will last one hour. Please record the dates and times that you plan to volunteer in the area provided below.

1. _____ 2. _____ 3. _____ 4. _____

Professionalism: Professionalism implies a respect and courtesy for others in our educational setting. We expect our students to maintain the highest standards of professionalism in the classroom, in the university community, and in related public settings. All that you do and say, and the way you present yourself visually either elevates or diminishes your professional image in the eyes of others. In addition, what each of us does affects the way all of us are viewed. It is up to you to demonstrate respect and contribute to a School of Business experience that is positive and productive for all. Some expectations for creating a positive and professional learning environment are:

- Remember to turn off your cell phone as you enter the classroom (do not make or receive phone calls while in class, and please, no personal text messaging!).
- Computer usage is encouraged during class lectures for effective note taking, but inappropriate computer use is very disruptive to the classroom environment. Disruptive behavior includes, but is not limited to the following: browsing the internet, viewing videos, use of social networking sites such as FaceBook, Google+, Twitter, Snapchat, Instagram, use of email, instant messaging, and watching movies.

- Side conversations while faculty members are teaching distract those around you and infringe on their learning. Help each other by ensuring that private conversations are held only outside of class.
- Your attire and appearance speaks volumes about your level of professionalism as a student preparing for a future in the business world. Your attire should not be a distraction to instructors or students.

I make the initial assumption that each student will act professionally in class, therefore, each student starts with a grade of 100 points. Each time the student fails to act in a professional manner, at least one point will be deducted from his/her Professionalism Grade. Listed below are many examples of student actions, which will result in having points deducted from your professionalism grade. Note that this list is not comprehensive. Other actions may result in deductions, at my discretion.

<u>Student Action</u>	<u>Deduction</u>
Two or more Unexcused Absences from class	20
Missing the maximum allowed absences (4) for the class	30
Missing more than the maximum allowed absences (5 or more)	50
Failure to attend scheduled volunteer work assignment	20
Failure to adequately respond / engage in class discussion	10
Sleeping in class	10
Coming to class without course materials (text, pens, pencils)	20
Disruptive behavior / conversations in class	20
Social networking / surfing the Internet in class / texting	10
Wearing improper attire to class (e.g. pajama pants are not allowed)	10
Wearing hats / sunglasses in the classroom	10
Eating food or chewing tobacco in the classroom	10

Testing and Retakes: Students must pass the 65-question Qualifying Level Exam at the end of this course with a minimum score of 70 or above. PGA Golf Management policies require students to wait at least thirty (30) days prior to retaking a failed exam. PGA Golf Management policies require students to attempt a retake exam within 15 days after the 30-day waiting period has been exhausted. Students will attempt retake exams at one of the hundreds of PSI Testing Centers around the country. The failed test must be completed prior to returning to campus to transition into the next Level of the PGA Professional Golf Management Program. If the Qualifying Exam has not been completed before the start of the next semester, then the student will be placed on Probation with the Program and cannot be registered for additional PGM Level 1 classes.

Within a few days of a failed test the PGA Golf Management staff will receive an email from PSI for each student requiring a retake. The email contains a link that can be used to contact the register for a retake test. The emails will be forwarded to the students and they must pay the appropriate fee in order to register.

If a student fails the retake exam, then they will be required to attend the PGA Education Center for further instruction with PGA of America faculty members. The student is solely responsible for all expenses associated with travel to the PGA Education Center in Port St. Lucie, FL.

Grade Scale: A = 100 – 93, B = 92 – 85, C = 84 – 70, D = 69 – 60, F = 59 and below

Grade: Your grade for this class will be determined as follows:

Student Policy & Procedure Exam (100 pts)	10%	_____ X .10	=	_____
Mid-Term Exam (100)	10%	_____ X .10	=	_____
Constitution Exam (100)	10%	_____ X .10	=	_____
PGA Qualifying Exam (100)	15%	_____ X .15	=	_____
Assignments / Quizzes / Discussion Boards (750)	50%	_____ X .50	=	_____
Professionalism / Participation (200)	5%	_____ X .05	=	_____
TOTAL POINTS				=====

Class Schedule - Fall 2018

Thurs., Aug. 23	Course Introduction, Syllabi Review, Seating Chart, Class Participation <u>Discussion Board</u> – “Tell Us About Yourself” – Due Date – Tuesday, August 28 at 9:30 am
Tues., Aug. 28	Student Policy and Procedure Manual
Thurs., Aug. 30	Student Policy and Procedure Manual <u>Assignment</u> - <u>Student Policy & Procedure Manual Exam</u> – Due Date – Tues., Sept. 4 at 9:30 am
Tues., Sept. 4	Introduction to the PGA Professional Golf Management Program Read Lesson 1 – 4, pages 1 – 34 <i>Deadline to register for Sept. 17 Playing Ability Test (PAT) at Keith Hills GC is Sept. 4</i>
Thurs., Sept. 6	Introduction to the PGA Professional Golf Management Program Read Lesson 1 – 4, pages 1 – 34
Tues., Sept. 11	Career Enhancement A – Resumes, Cover Letters, & Interview Preparation <u>Assignment</u> – Resume / Cover Letter First Draft Due Date – Thursday, September 13 at 9:30 am
Thurs., Sept. 13	Career Enhancement A – Resumes, Cover Letters, & Interview Preparation <u>Assignment</u> – Elevator Pitch / Interviews – In Class Presentations
Tues., Sept. 18	Introduction to the Rules of Golf / Organization of the Rules Book Read Introduction and Lesson 1, pages 1 – 7 Read the USGA’s The Rules of Golf: How to Use the Rule Book / Table of Contents
Thurs., Sept. 20	Etiquette and the Spirit of the Game / History & Maintenance of the Rules Read Lesson 2 - 3, pages 9 – 20 & The Rules of Golf Book: Section 1 - Etiquette <u>Assignment</u> – Submit Paper Version of Resume / Cover Letter <u>Final Draft</u> due Tuesday, September 25 at 9:30 am
Tues., Sept. 25	PGA History: The Professional in the 20 th Century Read Lesson 1, pages 2 - 16
Thurs., Sept. 27	PGA History: Professional Leadership and Mentoring Read Lesson 2, pages 17 - 30
Tues., Oct. 2	Mid – Term Exam <i>Deadline to register for Oct. 16 Playing Ability Test (PAT) at Keith Hills GC is Oct. 2</i>
Thurs., Oct. 4	PGA Constitution / Brief History of the PGA <i>Read Lesson 1, pages 1 – 5</i>
Tues., Oct. 9	PGA Constitution Overview and The Organization Read Lessons 2, pages 6 – 12 & Reading Assignment in the PGA Constitution
Thurs., Oct. 11	MID-TERM BREAK – NO CLASS SCHEDULED (Go HOME or Play Golf at Keith Hills GC)

Tues., Oct. 16	NO CLASS SCHEDULED – <i>Playing Ability Test (PAT) at Keith Hills GC</i> <u>Discussion Board</u> – “Growing the Game is Easy” – Due Date – Thursday, October 18 at 9:30 am
Thurs., Oct. 18	PGA Constitution Membership Matters Read Lesson 3, pages 13 - 17 & Reading Assignment in the PGA Constitution
Tues., Oct. 23	PGA Constitution Membership Matters Read Lesson 3, pages 13 - 17 & Reading Assignment in the PGA Constitution
Thurs., Oct. 25	PGA Constitution Code of Ethics Read Lesson 4, pages 18 – 20 & Reading Assignment in the PGA Constitution
Tues., Oct. 30	NO CLASS SCHEDULED – JONES CUP, Port St. Lucie, FL
Thurs., Nov. 1	PGA Constitution Code of Ethics Read Lesson 4, pages 18 – 20 & Reading Assignment in the PGA Constitution
Tues., Nov. 6	PGA CONSTITUTION EXAM
Thurs., Nov. 8	Review for PGA Qualifying Exam
Tues., Nov. 13	PGA Qualifying Exam (Computer Center Location - TBD)
Thurs., Nov. 15	<i>Remediation for non-qualifiers (all students attend!)</i>
Tues., Nov. 20	Remediation for non-qualifiers
Thurs., Nov. 22	Thanksgiving Holiday – NO CLASS SCHEDULED
Tues., Nov. 27	<i>Remediation for non-qualifiers</i>
Thurs., Nov. 29	<i>Remediation for non-qualifiers</i>
Tues., Dec. 4	Calendar Reconciliation Day (Go to Monday Classes)

PGM 125 – Customer Relations

Tuesdays 2:00 – 3:20pm

Lundy-Fetterman School of Business – Room 122

Fall 2018

Instructor: Mr. Matthew Roberts, PGA
Office: Lundy-Fetterman 237
Office Hours: M-TH, 7:30am – 9:30am
Office Phone: (910) 814-4746 or Campus ext. 4746
Email: mdroberts@campbell.edu

Course Description: An introduction to the PGA Customer Relations Model including customer greeting routines, seven interpersonal skills, four strategies for guiding effective interactions with customers, supervisors, employees and others. (Prerequisites: PGM 100 and successful completion of the PGA Qualifying Exam)

****This course supports Campbell University's mission by equipping students with the vocational skills and professional integrity required to serve the regional, national, and international communities.**

Course Objectives: After completing Customer Relations, students will be able to:

- Discuss the business value of effective customer relations
- Describe the essential components of the PGA Customer Relations Model
- Identify and define Moments of Truth
- Recognize the four Interaction Strategies and seven Interpersonal Skills, and how to apply them in a variety of routine and challenging customer situations
- Initiate the PGA Experience using a systematic greeting and engagement process

Required Textbooks: PGA Portal Access for Level 1 – Customer Relations

Your instructor will direct you on how to gain PGA Portal access during class instruction. You must bring a print copy of the course material with you to class each day. You have the option to print the materials yourself, or purchase your copy from the PGA Golf Management Program at a cost of \$10.00.

Relevant Web Links:

PGA website	www.pga.org	PGA website	www.pga.org
Golf Digest	www.golfdigest.com	Carolinas Section	www.carolinas.pga.com

Grade: Your grade for this class will be determined as follows:

• PGA Customer Relations Final Exam	20%
• Customer Relations Quizzes	20%
• Customer Relations Work Experience	20%
• Discussion Boards	15%
• Public Speaking Exercise	15%
• Attendance/Professionalism/Participation	10%

Computing Your Grade:

PGA Customer Relations Final Exam	_____ X .20 = _____
Customer Relations Quizzes	_____ X .20 = _____
Customer Relations Work Experience	_____ X .20 = _____
Discussion Boards	_____ X .15 = _____
Public Speaking Exercise	_____ X .15 = _____
Attendance/Professionalism/Participation	_____ X .10 = _____

Total Points _____

Grade Scale: **A** = 100-94, **B** = 93-84, **C** = 83-70, **D** = 69-60, **F** = 59 & lower

Discussion Board Assignments: Discussion Board topics are listed on the syllabus and each is worth 25 points for a total of 100 points and 15% of your final grade. The Discussion Board Rubric will be used to evaluate each discussion board post. Discussion boards will **close at 8:00am on the day they are due according to the syllabus**. Each assignment contains two parts:

1. Students are required to post their response to the Discussion Board Topic
2. Students are required to respond to the post of another student and provide feedback about their post

Criteria	Missing	Partially Complete	Complete
A new thread	0 - Student did not post a thread	6 - Student completed the new thread, but did not fully answer the question or provide enough depth	10 - Student completed the new thread and fully answered the question with detail
Reply to another post	0 - Student did not post a reply	4 - The student completed the reply that was not related to the topic. Little to no details	10 - Student completed a detailed reply that was relevant to the topic
Grammar	0 - Student failed to use proper spelling, grammar, in discussion board post and reply	2 - Most of the work uses proper spelling, grammar, and punctuation, but errors still exist in the post and reply	5 - Student uses proper spelling, grammar, and punctuation in the post and reply

Work Experience Activities: Grading Rubric

Each student will be required to complete the entire Customer Relations Work Experience portion of Level One, prior to completion of the class for full credit. The four (4) activities are each worth 25 points for a total of 100 points and 20% of your overall grade. Activities will be evaluated using the rubric below. A penalty of 10% will be deducted for each day, each activity is late.

Criteria	Definitions	Missing	Partially Complete	Complete	Exceptional
Application of Knowledge in Work Experience (10 Points)	Evidence of applying the knowledge presented in the course is shown in work experience answers	0 - Student Showed no evidence of the knowledge presented in the course materials	5 - Student shows limited evidence of understanding the concepts and materials presented in the course	8 - Student shows an understanding of the concepts and materials presented in the course	10 - Student shows an exceptional understanding of the course materials and concepts in work experience
Content (10 Points)	Answers are thorough and provide adequate detail covering all aspects of the question	0 - Student failed to provide answers to all questions	5 - Answers are very short and lack details; parts of the question are not answered	8 - Answers address all aspects of the questions, but some vital details seem to be missing	10 - Answers are extremely detailed and thoroughly cover all aspects of the question
Grammar, Spelling and Punctuation (5 Points)	Answers use conventional standards for spelling, grammar, and punctuation	0 - Student failed to use proper spelling, grammar, and punctuation in their answers	3 - Most of the work uses proper spelling, grammar, and punctuation, but errors still exist	5 - Student uses proper spelling, grammar, and punctuation in the entire submission	5 - Student uses proper spelling, grammar, and punctuation in the entire submission

Public Speaking Exercise: Grading Rubric (How to be an effective communicator)

Verbal as well as non-verbal communication is critical to connecting and engaging with your customers. For this portion of your grade you will be required to give a speech to your audience on a topic of your choice. You will not need to provide any audio or visual equipment. Your task is to engage and entertain your classmates through clear, coherent, concise delivery of your material of choice. You will be required to speak for a period of no less than seven and no more than nine minutes. An example will be provided during the first class meeting.

Organization

	1 - Novice	2 - Beginner	3 - Proficient	4 - Expert	Score
Opening	No clear opening. No clear theme. No basis for audience to predict or follow	Opening only orients the audience to the theme or topic	Clear opening that orients audience to topic and theme	Engaging opening that orients audience to topic/theme	
Transition	Does not supply any words and/or phrases that link ideas throughout	Supplies few words and/or phrases that link ideas throughout	Inconsistently supplies words and/or phrases that link ideas	Supplies words and phrases that link ideas throughout	
Conclusion	No Clear conclusion. Speech just seems to stop	Little or vague restatement or support of theme.	Clear restatement and major support of theme	Creative and memorable restatement of main theme. Strong call to actions of belief	

Coherence

Focus on Topic	Strays from topic. Off into side tangents	Focus with some major tangents	Focus on topic with few tangents	Focuses tightly on topic and everything revolves around the theme	
Language	Vague, weak and/or inappropriate language	Occasional strong accurate language that is appropriate to theme	Uses strong accurate language that is appropriate throughout	Precise, evocative language throughout. Uses personal pronouns.	

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For disability services, contact:

Laura Rich, Director, Disability Services
Student Services Bldg.
910-814-4364, or richl@campbell.edu

Academic Support: To aid in student success, Campbell University also aims to provide exceptional academic student support. Academic Support Services offers tutoring, supplemental instruction, coaching and other academic support programs and services to all students. Students are able to request these services through the Student Success website, Starfish or receive a referral from faculty.

For academic support, contact:

Dr. Bernice Alston, Director, Academic Support Services
Student Services Bldg., Rm. 113
910-814-4358 or balston@campbell.edu

Shirley Parker, Asst. Director, Academic Support
Student Services Bldg., Rm. 114
910-814-4363 or sparker@campbell.edu

Counseling Services: All main campus undergraduate students can receive free confidential counseling through Counseling Services. To make an appointment, visit the office located at 233 Leslie Campbell Avenue (brick house beside Memorial Baptist Church and across from Bob Barker Hall) or call 910-814-5709.

Attendance: The University Attendance Policy (page 29 of the 2015-2017 Campbell University Bulletin) will be followed. **No student will receive credit for any course in which he/she fails to attend 85% of class periods. This equates to a maximum of 3 absences allowed for this class.** Attendance is also a factor that will be considered in borderline grading classes. The attendance portion of your grade (10 points) will be determined as follows:

0 – 1 Absences	10 Points	3 Absences	30 Points
2 Absences	15 Points	4 Absences	Grade of “F”

Student Integrity & Behavior: All students are subject to the academic integrity and behavioral expectations of the University. Disruptive classroom behavior will not be tolerated and may negatively impact your final grade. A three-strike policy will be in effect during the semester. After the third strike, the instructor may subtract up to **10 points** off your final grade average.

Professionalism: Professionalism implies a respect and courtesy for others in our educational setting. We expect our students to maintain the highest standards of professionalism in the classroom, in the university community, and in related public settings. All that you do and say, and the way you present yourself visually either elevates or diminishes your professional image in the eyes of others. In addition, what each of us does affects the way all of us are viewed. It is up to you to demonstrate respect and contribute to a School of Business experience that is positive and productive for all. Some expectations for creating a positive and professional learning environment are:

- Remember to turn off your cell phone as you enter the classroom (do not make or receive phone calls while in class, and please, no personal text messaging!).
- Side conversations while faculty members are teaching distract those around you and infringe on their learning. Help each other by ensuring that private conversations are held outside of class.
- Respect those who are teaching, whether your professors or classmates are giving directions or instruction. Give them your full attention. Learning is as much what you put into it as what someone else teaches you.

- Your attire and appearance speaks volumes about your level of professionalism as a student preparing for a future in the business/golf field. Your attire should not be a distraction to instructors or students, and should reflect that of what you would wear in the business/golf setting.

I make the initial assumption that each student will act professionally in class, therefore, each student starts with a grade of 100 points. Each time the student fails to act in a professional manner, at least five points will be deducted from his/her Professionalism Grade. Listed below include, but are not limited to, examples of student actions which will detriment the student's Professionalism Grade.

<u>Student Action</u>	<u>Deduction</u>
Missing the maximum allowed absences (2) for the class	15
Missing more than the maximum allowed absences (3 or more)	30
Carrying on conversations with others during class	10
Sleeping in class	10
Coming to class without course materials (books, pens, pencil)	10
Disruptive behavior in class	20
Failure to follow directions for work	10
Using cell phones for personal use during class	20
Wearing improper attire to class	10
Eating food or chewing tobacco in class	10

Distance Learning: PGM assignments will be submitted online using the Blackboard.com platform. You may also find lecture outlines, power points, forum discussions, and other course materials on the Blackboard site. The technical requirements to access this course include:

1. A computer with a reliable Internet connection.
2. A web browser such as Mozilla Firefox, Google Chrome, Safari or Internet Explorer.
3. An email account.

Blackboard Enrollment:

1. Students will be required to enroll in the course over Campbell University's Blackboard site. The enrollment deadline is Monday, August 27, 2018
2. Open your web browser to the following site: <https://blackboard.campbell.edu>
3. If you don't already have a Campbell Blackboard account, then click on the CREATE ACCOUNT link and complete all of the required fields. SUBMIT. Space has been provided below to record your username and password.
4. Click on Browse Course Catalog link found under the Courses tab.
5. Type in PGM 125. Click the ENROLL button for the course.

USERNAME: _____ PASSWORD: _____

PGM 125 – Class Schedule – Fall 2018 (subject to change)

Tues., August 28	Course Orientation, Customer Relations Introduction <i>Reading Assignment pages 1-17</i> Ice Breaker Assignment
Tues., September 4	Lesson 1 – PGA Customer Relations Concepts - Seminar Manual pages 1-17 Ice Breaker Assignment
Tues., September 11	Lesson 1 – PGA Customer Relations Model Moments of Truth, Task Relationship Connection Work Experience Examples <i>Reading Assignment pages 18-26</i> <i>Speakers: Shane Askew, Patrick Beattie</i>

Tues., September 18	Quiz #1 Lesson 2 – Interaction Strategies – Seminar Manual pages 18-26 Ice Breaker Assignment <i>Speakers: Jack Brown, Jacob Chisler</i> Case Study Activity 6 DUE - Value of Effective Customer Relations Discussion Board Assignment #1 DUE
Tues., September 25	Lesson 2 – Interaction Strategies <i>Speakers: Cullen Dancer, Matthew Durham</i> Reading Assignment pages 27-39
Tues., October 2	Quiz #2 Lesson 3 – Interpersonal Skills – Seminar Manual pages 27-40 <i>Speakers: Colin Frost, Jared Hutchins</i> Work Experience Portfolio DUE – Customer Relations – Activity 1: Moments of Truth at My Facility Discussion Board Assignment #2 Due Reading Assignment Pages 39-47
Tues., October 9	Lesson 3 - Interpersonal Skills – Seminar Manual pages 27-40 <i>Speakers: Kerry Johnson, Michael Mazza</i> Reading Assignment Pages 41-51
Tues., October 16	NO CLASS SCHEDULED – PLAYING ABILITY TEST
Tues., October 23	Quiz #3 Lesson 4 – The PGA Experience – Seminar Manual pages 41-51 <i>Speakers: Trent Moore, Ryan Moss</i>
Tues., October 30	Lesson 4 - The PGA Experience – Seminar Manual pages 41-51 <i>Speakers: Brandon Payson, Evan Rhodes</i> Work Experience Portfolio DUE – Customer Relations – Activity 2: Strategies & Skills at My Facility Discussion Board Assignment #3 Due
Tues., November 6	Quiz #4 <i>Speakers: Jacob Smith, Luke Tamulevich, Shea Wolfle</i> Work Exp. Portfolio DUE - Customer Relations – Activity 3: Improving Positive Engagement Routines Discussion Board Assignment #4 Due
Tues., November 13	Quiz #5 – Cumulative Lessons 1-4
Tues., November 20	PGA Exam Review Kahoot
Tues., November 28	2:00-3:20pm Computer Lab Third Floor, Wiggins Memorial Library

PGM 140 – Tournament Operations
Tuesdays 12:30–1:50pm
Lundy-Fetterman School of Business – Room 107
Spring 2018

Instructor: Mr. Matthew Roberts, PGA
Office: Lundy-Fetterman 237
Office Hours: M-TH, 7:30am–9:30am
Office Phone: (910) 814-4746 or Campus ext. 4746
Email: mdroberts@campbell.edu

Course Description: A thorough examination of the golf professional's role in supervising tournament operations; including calligraphy, fundraising, publicity, scoreboards and the use of technology to enhance tournament management.

****This course supports Campbell University's mission by equipping students with the vocational skills and professional integrity required to serve the regional, national, and international communities.**

Course Objectives: Tournament Operations

- Possess an understanding of how to plan the format, size and eligibility requirements, given the purpose of the tournament.
- Be familiar with promoting tournament events.
- Be able to prepare the course and facility for an event.
- Identify the logistical needs of competitors, spectators, and guests.
- Use technology and software to administer a tournament.
- Develop calligraphy skills and an understanding of preparing a scoreboard for an event.
- Develop an understanding of fundraising techniques in a golf tournament setting.

Required Textbooks: Tournament Operations Level 1: Pre-Seminar

Suggested Reading: Golf industry periodicals are available in the Gilbert T Stephenson Business Library in the Lundy-Fetterman Building. There are approximately 100 golf instruction books available in the Carrie Rich Memorial Library. The following magazines and periodicals are recommended reading for students:

<i>PGA Magazine</i>	<i>Golf Range Times</i>	<i>Golf Digest</i>	<i>Golf Magazine</i>
<i>Golf Inc.</i>	<i>Golfweek</i>	<i>Golf Business</i>	<i>Golf Range Magazine</i>

Relevant Web Links:

PGA website	www.pga.com	PGA Member website	www.pga.org
PGA Tour	www.pgatour.com	Golf Digest	www.golfdigest.com
Golf Range Times	www.golfrangetimes.com	Golf Course Search	www.golfcourse.com
GHIN website	www.ghin.com	Carolinas Section	www.carolinas.pga.com

Grade Scale: A = 100-94, B = 93-84, C = 83-70, D = 69-60, F = 59 & lower

Grade: *Your grade for this class will be determined as follows:*

- | | |
|--|-----|
| • PGA Tournament Operations Final Exam | 30% |
| • Tournament Operations Quizzes (avg.) | 20% |
| • Tournament Operations Group Presentation | 20% |
| • Work Experience Activity 7 | 20% |
| • Attendance/Professionalism | 10% |

Computing Your Grade:

PGA Tournament Operations Final Exam	_____ X .30 = _____
Tournament Operations Quizzes (avg.)	_____ X .20 = _____
Tournament Operations Group Presentation	_____ X .20 = _____
Work Experience Activity 7	_____ X .20 = _____
Attendance/Professionalism	_____ X .10 = _____
Total Points	_____

Student Support/Career Development Services: Students with documented disabilities who desire modifications or accommodations should contact the office of Student Support Services located in the University's Hight House. For disability and tutoring services, please contact Laura Rich – Director of Student Support Services. She can be reached at (910) 814-4364 or richl@campbell.edu.

Tournament Committees: Each student in class will be assigned to serve on a tournament committee. The committees will be assigned to volunteer at MacGregor Downs CC in Cary, NC for the Stitch Collegiate Invitational. The duties will include preparation, administration and supervision of the event. You will observe and assist in all aspects of the tournament from player entries, pairings, tournament scoreboards, starting, ranger, scoring and awards. Keep good notes and records of the day you are responsible for volunteering so that you will be prepared when it is time for the presentations at the end of the semester. See the supplemental handout for further details regarding this portion of your grade.

Work Experience Activity 7: Develop a Tournament Business Plan for the Case Study Facility

Each student will be required to complete Activity 7: Develop a Tournament Business Plan for the Case Study Facility. This activity is completely **based on one of the case studies the Business Planning manual** – you will develop a plan that applies only to tournament operations. The activity will be due Tuesday, April 10th. *For each day the assignment is late, 10% will be deducted from this portion of your grade.*

Attendance: The University Attendance Policy (Campbell University Bulletin) will be followed. **No student will receive credit for any course in which he/she fails to attend 85% of class periods. This equates to a maximum of three absences allowed for this class.** Attendance is also a factor that will be considered in borderline grading classes. The attendance portion of your grade (10 points) will be determined as follows:

0 – 1 Absences	10 Points	3 Absences	8 Points
2 Absences	9 Points	4 Absences	7 Points
		5 Absences or more	“F” Grade

Student Integrity & Behavior: All students are subject to the academic integrity and behavioral expectations of the University. Disruptive classroom behavior will not be tolerated and may negatively impact your final grade. A three-strike policy will be in effect during the semester. After the third strike, the instructor may subtract up to **10 points** off your final grade average.

Professionalism: Professionalism implies a respect and courtesy for others in our educational setting. We expect our students to maintain the highest standards of professionalism in the classroom, in the university community, and in related public settings. All that you do and say, and the way you present yourself visually either elevates or diminishes your professional image in the eyes of others. In addition, what each of us does affects the way all of us are viewed. It is up to you to demonstrate respect and contribute to a School of Business experience that is positive and productive for all. Some expectations for creating a positive and professional learning environment are:

- Remember to turn off your cell phone as you enter the classroom (do not make or receive phone calls while in class, and please, no personal text messaging!).
- Side conversations while faculty members are teaching distract those around you and infringe on their learning. Help each other by ensuring that private conversations are held outside of class.
- Respect those who are teaching, whether your professors or classmates are giving directions or instruction. Give them your full attention. Learning is as much what you put into it as what someone else teaches you.
- Your attire and appearance speaks volumes about your level of professionalism as a student preparing for a future in the business/golf field. Your attire should not be a distraction to instructors or students, and should reflect that of what you would wear in the business/golf setting.

I make the initial assumption that each student will act professionally in class, therefore, each student starts with a grade of 100 points. Each time the student fails to act in a professional manner, at least ten points will be deducted from his/her Professionalism Grade. Listed below include, but are not limited to, examples of student actions which will detriment the student's Professionalism Grade.

<u>Student Action</u>	<u>Deduction</u>
Missing the maximum allowed absences (2) for the class	20
Missing more than the maximum allowed absences (3 or more)	100
Carrying on conversations with others during class	10
Sleeping in class	10
Coming to class without course materials (books, writing utensils)	20
Disruptive behavior in class	20
Failure to follow directions for work	10
Using cell phones for personal use during class	20
Wearing improper attire to class	10
Eating food or chewing tobacco in class	20

Distance Learning: PGM assignments will be submitted online using the Blackboard.com platform. You may also find lecture outlines, power points, forum discussions, and other course materials on the Blackboard site. The technical requirements to access this course include:

1. A computer with a reliable Internet connection.
2. A web browser such as Mozilla Firefox, Google Chrome, Safari or Internet Explorer.
3. An email account.

Blackboard Enrollment:

1. Students will be required to enroll in the course over Campbell University's Blackboard site. The enrollment deadline is Monday, January 15, 2018
2. Open your web browser to the following site: <https://blackboard.campbell.edu>
3. If you don't already have a Campbell Blackboard account, then click on the [CREATE ACCOUNT](#) link and complete all of the required fields. [SUBMIT](#). Space has been provided below to record your username and password.
4. Click on [Browse Course Catalog](#) link found under the Courses tab.
5. Type in PGM 140. Click the [ENROLL](#) button for the course.

USERNAME: _____ PASSWORD: _____

PGM 140 – Class Schedule – Spring 2018 (subject to change)

Tues., January 16	Course Orientation, Tournament Operations Introduction Review Syllabus, Course Expectations Committee Assignments Tournament Budget Ice Breaker
Tues., January 23	Lesson 1 – Developing a Tournament Business Plan Tournament Business Plan Activity <i>Reading Assignment pages 1-37</i>
Tues., January 30	Quiz #1 Lesson 2 – Planning and Preparing the Tournament Event <i>Reading Assignment pages 18-37</i>
Tues., February 6	Lesson 2 – Planning and Preparing the Tournament Event Create a Tournament Budget BRING LAPTOPS TO CLASS Jr. Invitational Classroom budget exercise <i>Reading Assignment pages 39-57</i>
Tues., February 13	Quiz #2 Lesson 3 – Running the Tournament <i>Reading Assignment pages 39-57</i>
Tues., February 20	Lesson 3 – Running the Tournament Rules and Decisions
Tues., February 27	Quiz #3 Using Tournament Software BRING LAPTOPS TO CLASS <i>Reading Assignment pages 59-70</i>

Tues., March 6	NO CLASS SCHEDULED – SPRING BREAK – March 5-9
Tues., March 13	Calligraphy & Scoreboards
Tues., March 20	NO CLASS SCHEDULED – Mizuno Fitting
Tues., March 27	Lesson 4 – Reviewing the Tournament <i>Reading Assignment Pages 59-70</i>
Tues., April 3	Quiz #4 Work Experience Introduction, Samples, and Expectations Group Presentations Work Experience Activity 7: Develop a Tournament Business Plan for the Case Study Facility– DUE TUES., April 10th
Tues., April 10	Final Review Session - Kahoot
Tues., April 17	Group Presentations
Thurs., April 19	FINAL - PGA Tournament Operations Exam (GCFM Final Exam) 9:30am-11:00am LFSB Trust & Wealth Management Center
Tues., April 24	Calendar Make-up Day – No Class Scheduled

PGM 165 – Facility Operations

Tuesday & Thursday 9:30 – 10:50

School of Business – Room 107

Spring 2018

Instructor: Kenneth Jones
Office: Room 238
Office Hours: Monday - Thursday 11:00 – 12:30
Phone: (910) 893-1395, Campus ext. 1395
E-mail: jonesk@campbell.edu

Course Description: An introduction to the key considerations involved in operating a golf facility including how budgeting, forecasting, and planning contribute to a profitable operation. Students will learn how to develop, organize, and implement a profitable golf car rental program, incorporating safe, clean, and well-maintained golf cars that add to customers' enjoyment. (Prerequisites: PGM 100 and successful completion of the PGA Qualifying Exam)

****This course supports the University mission by equipping students with the vocational skills and professional integrity required to serve the regional, national, and international communities.**

Learning Outcomes: After completing Facility Operations, students will be able to:

1. Identify the essential tasks involved in operating the golf car fleet effectively and efficiently
 - o Assessed through Work Experience Activity #2
 - o Assessed through Golf Car Fleet Exam
2. Demonstrate an understanding of the major issues involved in fleet ownership and revenue sharing by devising a business plan and budget for your facility
 - o Assessed through Work Experience Activity #1 & #4
 - o Assessed through Golf Car Fleet Exam
3. Describe the value of a facility mission statement and its link to providing a valued product to your market
 - o Assessed through Work Experience Activity #1
 - o Assessed through Business Planning Exam
4. Illustrate an understanding of the business planning process, including how to assess your facility, identify business objectives, and prepare financial forecasts and assumptions
 - o Assessed through Work Experience Activities #1
 - o Assessed through Business Planning Exam

Required Materials: PGA Portal Access for Level 1 – Business Planning / Golf Car Fleet Management
Your instructor will direct you on how to gain PGA Portal access during class instruction. You must bring a print copy of the course material with you to class each day.

Course Fees: The related PGA Education Fees for this course are included in the \$1275 Semester Fee charged to you as a PGA Golf Management student. That fee will be charged to your student account by the end of January 2018.

Suggested Reading: The program has built an extensive collection of contemporary reading materials on the golf industry. There are approximately 150 golf instruction books available in the Wiggins Library. Current golf industry periodicals are also available in the Wiggins Library.

Relevant Websites & Apps:

PGA website www.pga.com
Local Weather www.wral.com/weather/
Weather APP Dark Sky (\$3.99)

PGA Website www.pga.org
Golf Business www.ngcoa.org/

Student Support / Career Development Services: Students with documented disabilities who desire modifications or accommodations should contact the office of Student Support Services located in the Library Annex (between Carter Gym and Wallace Student Center). For disability and tutoring services, please contact Laura Rich – Director of Student Support Services. She can be reached at (910) 814-4364 or richl@campbell.edu.

Academic Conduct: Consistent with the University mission, the University expects students to exhibit moral courage and ethical responsibility.

The University Code of Honor states that members of the University community should be “honest in all behavior.” Each student of Campbell University, therefore, is expected to personally demonstrate academic integrity. That is, each student (1) should have an unwavering commitment to doing the best he/she can with his/her own intellectual resources, (2) should be truthful in all matters, (3) should maintain appropriate confidentiality when representing the University, and (4) should encourage academic integrity among all fellow members of the University community.

By joining this University community, each student acknowledges and agrees that he/she will abide by the precepts stated above. A pdf with the full Academic Conduct policy is available at the link below:

http://www.campbell.edu/pdf/academics/CU_Academic_Conduct_Final_5-02-12.pdf

Course Login:

1. To login to the course you must first open your web browser and go to the following site:
<http://www.blackboard.campbell.edu/>. If you own your own computer, I assume you will make this site one of your **Favorites** for easier access in the future.
2. Click on **Login**, enter your Username and Password, and then click **Login** again. Your HomePage will appear on your screen. Click on **Facility Operations** and you will enter the course.

Blackboard Materials: Additional course materials for the class can be found on Blackboard. You'll find the syllabus, PowerPoints, Test Blueprints, Work Experience files, Discussion Board topics, and other course content required for success in class.

Professionalism: Professionalism implies a respect and courtesy for others in our educational setting. We expect our students to maintain the highest standards of professionalism in the classroom, in the university community, and in related public settings. All that you do and say, and the way you present yourself visually either elevates or diminishes your professional image in the eyes of others. In addition, what each of us does affects the way all of us are viewed. It is up to you to demonstrate respect and contribute to a School of Business experience that is positive and productive for all. Some expectations for creating a positive and professional learning environment are:

- Remember to turn off your cell phone as you enter the classroom (do not make or receive phone calls while in class, and please, no personal text messaging!).
- Computer usage is encouraged during class lectures for effective note taking, but inappropriate computer use is very disruptive to the classroom environment. Disruptive behavior includes, but is not limited to the following: browsing the internet, viewing videos, use of social networking sites such as FaceBook or Twitter, use of email, instant messaging, and watching movies. Smart phones, PDAs, and iPod use are prohibited during class sessions. Please turn off these devices prior to the start of lectures.
- Side conversations while faculty members are teaching distract those around you and infringe on their learning. Help each other by ensuring that private conversations are held only outside of class.
- Respect those who are teaching, whether your professors or classmates giving presentations. Give them your full attention. Keep newspapers and other non-related reading materials out of class. Learning is as much what you put into it as what someone else teaches you.
- Your attire and appearance speaks volumes about your level of professionalism as a student preparing for a future in the business world. Your attire should not be a distraction to instructors or students.

I make the initial assumption that each student will act professionally in class, therefore, each student starts with a grade of 100 points. Each time the student fails to act in a professional manner, at least one point will be deducted from his/her Professionalism Grade. Listed below are many examples of student actions, which will result in having

points deducted from your professionalism grade. Note that this list is not comprehensive. Other actions may result in deductions, at my discretion.





<u>Student Action</u>	<u>Deduction</u>
Two Unexcused Absences from class	10
Three Unexcused Absences from class	20
Missing the maximum allowed absences (4) for the class	30
Missing more than the maximum allowed absences (5+) for the class	50
Failure to adequately respond in class / Sleeping in class	10
Coming to class without note-taking material (pen and paper/laptop)	10
Consistently disruptive behavior / talkative in class	20
Social networking / surfing the Internet in class / texting	10
Wearing improper attire to class (e.g. pajama pants are not allowed)	10
Wearing hats / sunglasses in the classroom	10
Eating food / snacks / candy & using tobacco in the classroom	10

Testing and Retakes: Students must pass the PGA test at the end of each PGM-prefix course with a minimum score of 70 or above. Students failing an end of course test will be required to retake the exam at one of the PSI Testing Centers around the country. Students are required to retake the failed PGA end of course test within fourteen (14) days of the exam date, and then every 14 days of any subsequent failed exam. If the test has not been completed prior to the start of the next academic semester, then the student will be placed on Probation with the Program and cannot be registered for additional PGM-prefix classes.

The PGA Golf Management Director will receive an email for each student requiring a retake. The email contains a link that can be used to contact the Testing Center and register for a retake test. The emails will be forwarded to the students and they must pay the appropriate fee in order to register. Students can register with a Testing Center as early as two days after a failed exam and no later than five days after the failed exam.

Discussion Board Assignments will be found under the Discussion Board menu link. Two (2) discussion topics are listed on the syllabus and each is worth 25 points. The Discussion Board Rubric will be used to evaluate each discussion board post. Each assignment contains two parts:

1. Students are required to post their response to the Discussion Board Topic
2. Students are required to respond to other student posts and provide feedback about their posts

Name	Discussion Board Rubric		
Description	The Discussion Board Rubric will be used to grade your understanding of the concepts presented, written communication skills, and interaction with classmates on the discussion boards.		
Rubric Detail			
	Levels of Achievement		
Criteria	Missing	Partially Complete	Complete
A new thread 	0 Points Student did not post a thread	7 Points The student completed the new thread, but did not fully answer the question.	10 Points The student completed the new thread and fully answered the question.
Application of knowledge 	1 Points Student shows limited evidence of understanding the concepts and materials presented in the course	3 Points Student shows an understanding of the concepts and materials presented in the course	5 Points Student shows an exceptional understanding of the concepts and materials presented in the course
Reply to other student posts 	0 Points Student did not post any reply	3 Points The student completed only one reply post or posts that were not related to the topic.	5 Points The student completed reply posts that were relevant to the topic.
Grammar 	0 Points Failed to use proper spelling, grammar, and punctuation in discussion board post and reply	3 Points Most of the work uses proper spelling, grammar, and punctuation, but errors still exist in the post and reply	5 Points Student uses proper spelling, grammar, and punctuation in the post and reply

Work Experience: Six (6) work experience activities are each worth 30 points for a total of 180 points. Activities will be evaluated using the rubric below. The grades for the activities will be totaled and divided by 180 possible points to determine the overall grade for the Work Experience section.

CRITERIA	DEFINITIONS	MISSING	PARTIALLY COMPLETE	COMPLETE	EXCEPTIONAL
Application of Knowledge in Work Experience (10 Points)	Evidence of applying the knowledge presented in the course is shown in work experience answers	0 - Student showed no evidence of the knowledge presented in the course materials	5 - Student shows limited evidence of understanding the concepts and materials presented in the course	8 - Student shows an understanding of the concepts and materials presented in the course	10 - Student shows an exceptional understanding of course materials and concepts in work experience
Content (10 Points)	Answers are thorough and provide adequate detail covering all aspects of the question	0 - Student failed to provide answers to all questions	5 - Answers are very short and lack details; parts of the question are not answered	8 - Answers address all aspects of the questions, but some vital details seem to be missing	10 - Answers are extremely detailed and thoroughly cover all aspects of the question
Grammar, Spelling, and Punctuation (5 Points)	Answers use conventional standards for spelling, grammar, and punctuation	0 - Student failed to use proper spelling, grammar, and punctuation in their answers	3 - Most of the work uses proper spelling, grammar, and punctuation, but errors still exist	5 - Student uses proper spelling, grammar, and punctuation in the entire submission	N/A
Punctual Assignment Submission (5 Points)	Assignment was submitted in a timely manner according to the due date	0 - Student failed to submit the assignment by the deadline, or the submission was not complete	3 - Assignment was turned in late, but was complete	5 - Assignment was turned in prior to the deadline	N/A

Grade Scale: A = 100 – 93, B = 92 – 85, C = 84 – 70, D = 69 – 60, F = 59 and below

Grade: Your grade for this class will be determined as follows:

Work Experience (180)	25%	_____ X .25	=	_____
Business Planning and Operations PGA Exam (100)	15%	_____ X .15	=	_____
Golf Car Fleet Management PGA Exam (100)	15%	_____ X .15	=	_____
Homework Assignments / Quizzes (Average Grade)	40%	_____ X .40	=	_____
Professionalism (100)	5%	_____ X .05	=	_____

TOTAL POINTS =====

Class Schedule – Spring 2018

Thurs., Jan. 11	Course Orientation / Syllabus Review / Business Planning & Operations Intro <i>Reading Assignment – Saguaro Sands Golf Links – Case Study</i> <i>Reading Assignment – Pine Valley Country Club – Case Study</i>
Tues., Jan. 16	Lesson 1: The PGA Business Planning Model <i>Review - Saguaro Sands Golf Links – Case Study</i> <i>Review - Pine Valley Country Club – Case Study</i> <i>Reading Assignment – Pre-Seminar Manual – Lesson 1: The PGA Business Planning Model</i>

Thurs., Jan. 18	Lesson 1: The PGA Business Planning Model Work Experience Portfolio – Case Study Business Planning Activities 1 – 5 (Due Date – Tuesday, February 27, 2018)
Tues., Jan. 23	NO CLASS SCHEDULED – PGA SHOW, ORLANDO, FL <u>Discussion Board Assignment</u> – Growing the Game at Your Facility Due Date – Tuesday, January 23 at 11:00 pm
Thurs., Jan. 25	NO CLASS SCHEDULED – PGA SHOW, ORLANDO, FL <u>Discussion Board Assignment</u> – Tickets for Golf Trade? Due Date – Thursday, January 25 at 11:00 pm
Tues., Jan. 30	Lesson 2: Define the Business <i>Reading Assignment – Pre-Seminar Manual – Lesson 2: Define the Business</i>
Thurs., Feb. 1	Lesson 3: Assess the Current State of the Business <i>Reading Assignment – Pre-Seminar Manual – Lesson 3: Assess the Current State of the Business</i>
Tues., Feb. 6	Lesson 3: Assess the Current State of the Business
Thurs., Feb. 8	Lesson 4: Develop Business Goals, Objectives, and Related Strategies <i>Reading Assignment – Pre-Seminar Manual – Lesson 4: Develop Business Goals, Objectives, and Related Strategies</i>
Tues., Feb. 13	Lesson 4: Develop Business Goals, Objectives, and Related Strategies
Thurs., Feb. 15	Lesson 5: Prepare Financial Forecasts and Budgets <i>Reading Assignment – Pre-Seminar Manual – Lesson 5: Prepare Financial Forecasts and Budgets</i>
Tues., Feb. 20	Lesson 5: Prepare Financial Forecasts and Budgets
Thurs., Feb. 22	Lesson 6: Monitor Performance <i>Reading Assignment – Pre-Seminar Manual – Lesson 6: Monitor Performance</i>
Tues., Feb. 27	Business Planning – PGA Exam Review Work Experience Portfolio – Case Study Business Planning Activity 1 – 5 (Due Date)
Thurs., Mar. 1	BUSINESS PLANNING PGA EXAM Wiggins Memorial Library - Computer Lab (9:30 – 10:50)
Mar. 3 – 11	SPRING BREAK
Tues., Mar. 13	Golf Car Fleet Management Introduction Lesson 1: The Importance of the Golf Car Fleet <i>Reading Assignment – Pre-Seminar Manual – Lesson 1: The Importance of the Golf Car Fleet</i>
Thurs., Mar. 15	Lesson 1: The Importance of the Golf Car Fleet Work Experience Portfolio – Case Study Activity 8 – Golf Car Fleet Plan (Due Date – Thursday, March 29, 2017)
Tues., Mar. 20	Lesson 2: Fleet Operations <i>Reading Assignment – Pre-Seminar Manual – Lesson 2: Fleet Operations</i>
Thurs., Mar. 22	Lesson 2: Fleet Operations
Tues., Mar. 27	Lesson 2: Fleet Operations

Thurs., Mar. 29	Lesson 3: Fleet Maintenance <i>Reading Assignment – Pre-Seminar Manual – Lesson 3: Fleet Maintenance</i> Work Experience Portfolio – Case Study Activity 8 - Golf Car Fleet Plan (Due Date)
Tues., Mar. Apr. 3	Lesson 3: Fleet Maintenance
Thurs., Apr. 5	Lesson 4: Fleet Planning <i>Reading Assignment – Pre-Seminar Manual – Lesson 4: Fleet Planning</i>
Tues., Apr. 10	Lesson 4: Fleet Planning
Thurs., Apr. 12	Lesson 5: Fleet Finances <i>Reading Assignment – Pre-Seminar Manual – Lesson 5: Fleet Finances</i>
Tues., Apr. 17	Golf Car Fleet – PGA Exam Review
Thurs., Apr. 19	GOLF CAR FLEET PGA EXAM / TOURNAMENT OPERATIONS PGA EXAM (9:30 – 10:50) Wiggins Memorial Library - Computer Lab
Tues., Apr. 24	Calendar Reconciliation Day (Attend your Monday class schedule)
Thurs., Apr. 26	Reading Day

PGM 170 – Player Development

Wednesdays – 1:00 p.m.
Golf Management Building
Fall 2018

Instructor: Mr. Kevin Nagy, PGA
Office: Lundy-Fetterman School of Business, Office 229
Office Hours: M-Th: 9:00a-11:30a
Office Phone: (910) 893-1396 or Campus ext. 1396
E-mail: nagy@campbell.edu

Course Description: Required for all new students and those that have not passed the PGA Playing Ability Test (PAT). Emphasis on improving the playing skills of students by developing individualized plans in concert with video analysis, group short game instruction, supervised practice and competition. Students must pass the PAT to be released from subsequent semesters.

Learning Objectives	Measurable Outcomes
-Fulfill playing requirements for PGA Golf Management	-Passing Target Score by PGA of America
-Increase the number of rounds played per semester	-Minimum 15 round requirement
-Increase competitive and tournament experience	-Minimum of 5 rounds in PGMSA Tournament Series

The Course and Campbell Universities' Mission Statement: This course is designed to provide each student with the option of a Christian worldview. This course will equip students with superior vocational skills, productive insights, and professional integrity. Furthermore, this course will prepare students for purposeful lives and development in their profession in accordance with Campbell Universities Christian mission.

Required Textbooks: None

Required Materials: Golf clubs (full set)

Golf attire (tucked in collared shirt, khaki shorts/pants)

-workout shorts, tee shirts, and denim is unacceptable

2 driveway stakes similar to the picture below by week #2. If not in bag by week #2, 5 points will be deducted from your Professionalism grade each week until they are in your bag. (Available at Lowes for < \$2.00 each)



Assignments: PGM 170 assignments are to be typewritten. Hand written submittals will not be accepted. Assignments are to be submitted in a hard copy (paper) form.

Grade Scale: A = 100-93, B = 92-85, C = 84-77, D = 76-60, F = 59 & lower

Course Grading Criteria:

Class Attendance & Professionalism	50% (100 points)
-10 points bonus for missing 0 classes	
5 Tournament Recap Papers	50% (100 points)
-20 points per paper	
13 Rounds/Play in 5 PGMSA Events	Automatic F
-	
1 PAT participation	Automatic F
-Not necessary if PAT already passed	

13/5-Minimum # of Rounds/Events: Each student is to play at least one round per week from their current distance level (25, 50, 100, 150, 200 yds). A scorecard **MUST** be turned in signed by you and your playing partner and include number of greens hit in two and number of putts.

Scorecards must be signed and attested.

One scorecard is due each week.

Participation is mandatory in **at least 5 competitive rounds in events** held by the PGMSA.

5 1-page papers: Each paper will be a reflection of your PGMSA tournament round. You will take an honest look at your round and determine your strengths and weaknesses. Once these are determined you will set a plan to improve over the next week. Papers are due the class period following the tournament. Hard copies are to be handed in to class. Late submissions will not be accepted.

***PAT Participation:** If you have not passed the PAT, then you are required to take a PAT this semester.

PAT Dates and Registration:

Keith Hills PAT: Monday, September 17th
Tuesday, October 16th

*Call 1-800-474-2776 for Registration with the PGA of America or register on-line at www.pga.org.

PAT Policies and Procedures: Consult The PGA/PGM Policies and Procedures Manual for further details concerning requirements for participation in the PAT.

Modification or Accommodations:

Students with documented disabilities who desire modifications or accommodations must contact the Office of Disability Services located in the University's Student Services Building (between Carter Gym and the Wallace Student Center). No accommodations will be made without approval through this office. A medical, psychological or other diagnosis may rise to the level of a disability if it *substantially limits* one or more major life functions, one of which is learning. A disability may be temporary or ongoing. Please contact Disability Services for more information if you believe you may need services.

For disability services, contact:

Laura Rich, Director, Disability Services
Student Services Bldg.
910-814-4364, or richl@campbell.edu

Academic Support:

To aid in student success, Campbell University also aims to provide exceptional academic student support. Academic Support Services offers tutoring, supplemental instruction, coaching and other academic support programs and services to all students. Students are able to request these services through the Student Success website, Starfish or receive a referral from faculty.

For academic support please contact:

Dr. Bernice Alston, Director, Academic Support Services
Student Services Bldg., Rm. 113
910-814-4358 or balston@campbell.edu

Shirley Parker, Assistant Director, Academic Support Services Student Services Bldg., Rm. 114
910-814-4363 or sparker@campbell.edu

Counseling Services:

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Attendance: The University Attendance Policy (pages 35 – 36 of the Campbell University Bulletin) will be followed. **No student will receive credit for any course in which he/she fails to attend 85% of class periods. This equates to a maximum of 2 absences allowed for this class.** Attendance is also a factor that will be considered in borderline grading cases.

Class Preparation: Each student is required to be prepared for class by bringing their **own** equipment that will be needed for the assignments set forth by the class schedule. Sharing equipment is unacceptable and will NOT be tolerated.

Course Requirement: Membership in the Professional Golf Management Student Association (PGMSA) is required of all students in this class. Attendance at PGMSA meetings and active participation in the Association's events is expected of all students.

Academic Integrity:

"All students are subject to the academic integrity and behavioral expectations of the University."

Example paper:

Kevin Nagy

Tournament: ISP #1
Rotation: Orange to Black
Fairways Hit: 9
Greens Hit: 12
Putts: 30
Score: 72

Strengths: 1. Ball striking was above average with 12 greens hit
2. Chipping was great with 4 up and downs
3. Did not miss a putt inside 3 feet.

Weaknesses: 1. Lag putting struggled
2. Missed a number of birdie opportunities
3. Did not stay focused and finish strong

What 3 steps can I take this week improve my golf game?

- 1 Practice at least 3 times this week for an hour each time
- 2 Take a putting lesson from Mr. Orr
- 3 Take a 12 minute lesson to improve driving accuracy

Name of Event	City	State	Event Dates	Deadline	Open Spaces	Number on Waitlist	Fee
P0101808 Monroe Country Club	Monroe	NC	09/12/2018 09/12/2018	08/29/2018	68	0	\$100 Registration Fee/\$65 Onsite Fee (includes: greens fee, lunch and range)
P0101821 Lonnie Poole Golf Course at NC State University	Raleigh	NC	09/13/2018 09/13/2018	08/30/2018	48	0	\$100 Registration Fee/\$55 Onsite Fee (includes: golf car, range, and lunch)
P0101809 The Hackler Course at Coastal Carolina University	Conway	SC	09/16/2018 09/16/2018	09/04/2018	75	0	\$100 Registration Fee/\$75 Onsite Fee (includes: greens fee, lunch and practice facility)
P0101831 Keith Hills Golf Club	Buies Creek	NC	09/17/2018 09/17/2018	09/04/2018	76	0	\$100 Registration Fee/\$50 Onsite Fee (includes: green fees, range and lunch)
P0101832 Maple Chase Golf and Country Club	Winston Salem	NC	09/25/2018 09/25/2018	09/11/2018	97	0	\$100 Registration Fee/\$60 Onsite Fee (includes: green fees, range, golf car, and lunch)
P0101810 The Walker Course at Coastal Carolina University	Clemson	SC	10/01/2018 10/01/2018	09/17/2018	33	0	\$100 Registration Fee/\$40 Onsite Fee (includes: golf car and range)
P0101811 The Hackler Course at Coastal Carolina	Conway	SC	10/07/2018 10/07/2018	09/24/2018	78	0	\$100 Registration Fee/\$75 Onsite Fee (includes: greens fee, lunch and practice facility)
P0101834 Maple Chase Golf and Country Club	Winston Salem	NC	10/16/2018 10/16/2018	10/02/2018	100	0	\$100 Registration Fee/\$60 Onsite Fee (includes: green fees, range, golf car, and lunch)
P0101833 Keith Hills Golf Club	Buies Creek	NC	10/16/2018 10/16/2018	10/02/2018	79	0	\$100 Registration Fee/\$50 Onsite Fee (includes: green fees, range and lunch)

P0101822 The Tradition Golf Club at Chapel Ridge	Pittsboro	NC	10/22/2018 10/23/2018	10/08/2018	55	0	\$100 Registration Fee/\$60 Onsite Fee (includes: golf car and range
P0101823 Sandpiper Bay Golf and Country Club	Sunset Beach	NC	11/04/2018 11/04/2018	10/22/2018	120	0	\$100 Registration Fee/\$60 Onsite Fee (includes: golf car, range, and lunch)
P0101812 The Hackler Course at Coastal Carolina	Conway	SC	11/11/2018 11/11/2018	10/29/2018	60	0	\$100 Registration Fee/\$75 Onsite Fee (includes: greens fee, lunch and practice facility)

Tentative schedule:

August 22 nd	Syllabi / Green Reading
August 29 th	Pitch Shots – 25 yds
September 5 th	On Course
September 12 th	Wedge Shots – 50 yds
September 19 th	On Course
September 26 th	Wedge Shots – 100 yds
October 3 rd	On Course
October 10 th	Fall Break – No Class
October 17 th	Bump and Run
October 24 th	On Course
October 31 st	Bunker Shots
November 7 th	On Course
November 14 th	Putting Skills
November 21 st	Thanksgiving Break – No Class
November 28 th	On Course

PGM 170 – Player Development

Mondays, 1:00pm – 1:50pm

Golf Management Building – Keith Hills

Fall 2018

Instructor: Mr. Matt Roberts, PGA Professional
Office: Lundy-Fetterman School of Business, Room 237
Office Hours: Mondays – Thursdays, 7:30am-9:30am
Office Phone: (910) 814-4746 or Campus ext. 4746
E-mail: mdroberts@campbell.edu

Course Description: Required for all new students and those that have not passed the PGA Playing Ability Test (PAT). Emphasis on improving the playing skills of students by developing in-depth, measurable scoring objectives designed to simulate on-course scenarios in concert with group short game instruction, supervised practice and competition. Students must pass the PAT to be released from subsequent semesters. Repeated a minimum of two (2) semesters.

Learning Objectives	Measurable Outcomes
<ul style="list-style-type: none">-Fulfill playing requirements for PGA Golf Management-Increase the number of rounds played per semester-Increase competitive and tournament experience	<ul style="list-style-type: none">-Passing Target Score by PGA of America-Minimum 15 round requirement-Minimum of 5 rounds in PGMSA Tournament Series

The Course and Campbell Universities' Mission Statement: This course is designed to provide each student with the option of a Christian worldview. This course will equip students with superior vocational skills, productive insights, and professional integrity. Furthermore, this course will prepare students for purposeful lives and development in their profession in accordance with Campbell Universities Christian mission.

Required Textbooks: None

Required Materials: Golf Clubs (full set)
Golf Attire (tucked in collared shirt, khaki shorts/pants)
Note: workout shorts, tee shirts, pajama pants, & denim are unacceptable attire.
Two (2) driveway stakes similar to the picture below by week #2. If not in bag by week #2, lap around driving range each week until they are in the bag.



Grade Scale: A = 100-93, B = 92-85, C = 84-77, D = 76-60, F = 59 & lower

Course Grading Criteria: Your grade for this class will be determined as follows:

PGA Golf Management Golf League (100)	25%	_____	X .25=	_____
PGMSA Tournament Participation (100)	25%	_____	X .25=	_____
PGA Playing Ability Test (PAT) Attempt (100)	25%	_____	X .25=	_____
GHIN Handicap Posting (100)	25%	_____	X .25=	_____
TOTAL POINTS				_____

PGA Golf Management Golf League Participation: Each student registered for the class is required to compete in the PGA Golf Management Golf League. Students are required to partner with another class member, and those without a partner will be paired with a partner by the staff at Keith Hills. The Golf League includes a minimum of 7-week regular season, followed by up to four weeks of playoffs to determine an overall champion.

GHIN Handicap Posting: It has been proven over many disciplines (music, gymnastics, hockey, football, baseball) that practicing in an environment similar to the competition will greatly enhance performance. You are required to post a minimum of 15 nine-hole rounds before the **PAT at Keith Hills on October 16**. Nine hole rounds DO NOT include PGMSA Tournament series events but may include MNL matches. Scores not posted will result in an **automatic grade of “F” for the course**.

PGMSA Tournament Series Participation: Each student registered for class is required to compete in at least five (5) competitive events held by the PGMSA. Each event is worth 20 points for a maximum of 100 points in the grade calculation. Results of the PGMSA Tournament will be used to verify student participation each week. Score posts of WD and NC *will not* be counted as fulfilling participation in the event, and will receive an **automatic grade of “F” for the course**.

PAT Participation: If you have not passed the PAT, then you are required to take a PAT this semester. Students registered for class that have already passed the PAT will receive full credit for the PAT Attempt for grade calculation purposes. PAT attempts must be listed on the PGA Administrative Site before the final day of class in order to be properly recorded in the grade calculation. Score posts of WD and NC will not be counted as fulfilling participation in the event and will receive an **automatic grade of “F” for the course**.

PAT at Keith Hills: Monday, September 17, 2018 – 36 Holes Tuesday, October 16, 2018 – 36 Holes

***Call 1-800-474-2776 for Registration with the PGA of America or register on-line at www.pga.org**

PAT Policies and Procedures: Consult the PGA/PGM Policies and Procedures Manual for further details concerning requirements for participation in the PAT.

Modification or Accommodations: Students with documented disabilities who desire modifications or accommodations must contact the Office of Disability Services located in the University’s Student Services Building (between Carter Gym and the Wallace Student Center). No accommodations will be made without approval through this office. A medical, psychological or other diagnosis may rise to the level of a disability if it *substantially limits* one or more major life functions, one of which is learning. A disability may be temporary or ongoing. Please contact Disability Services for more information if you believe you may need services.

For disability services, contact:

Laura Rich, Director, Disability Services
Student Services Bldg.
910-814-4364, or richl@campbell.edu

Academic Support: To aid in student success, Campbell University also aims to provide exceptional academic student support. Academic Support Services offers tutoring, supplemental instruction, coaching and other academic support programs and services to all students. Students are able to request these services through the Student Success website, Starfish or receive a referral from faculty.

For academic support, contact:

Dr. Bernice Alston, Director, Academic Support Services
Student Services Bldg., Rm. 113
910-814-4358 or balston@campbell.edu

Shirley Parker, Asst. Director, Academic Support
Student Services Bldg., Rm. 114
910-814-4363 or sparker@campbell.edu

Counseling Services: All main campus undergraduate students can receive free confidential counseling through Counseling Services. To make an appointment, visit the office located at 233 Leslie Campbell Avenue (brick house beside Memorial Baptist Church and across from Bob Barker Hall) or call 910-814-5709.

Parking: All students are required to park all vehicles in the parking lot located at the Environmental Science/Golf Management Building located at 34 Lynch Ave. All Students are required to meet for class at the Golf Management Building 5-10 minutes prior to the start of class. Arriving early is on time, arriving on time is late, arriving late is **UNACCEPTABLE!**

Class Preparation: Each student is required to be prepared for class by bringing their OWN equipment that will be needed for the assignments set forth by the class schedule. Sharing equipment is unacceptable and will NOT be tolerated.

Course Requirement: Membership in the Professional Golf Management Student Association (PGMSA) is required of all students in this class. The first meeting of the semester is **Wednesday, August 22 at 6:00pm** in Lynch Auditorium in the School of Business. Attendance at PGMSA meetings and active participation in the Association's events is expected of all students.

Professionalism: Professionalism implies a respect and courtesy for others in our educational setting. We expect our students to maintain the highest standards of professionalism in the classroom, in the university community, and in related public settings. All that you do and say, and the way you present yourself visually either elevates or diminishes your professional image in the eyes of others. In addition, what each of us does affects the way all of us are viewed. It is up to you to demonstrate respect and contribute to a School of Business experience that is positive and productive for all. Some expectations for creating a positive and professional learning environment are:

- Remember to turn off your cell phone as you enter the class setting (do not make or receive phone calls while in class, and please, no personal text messaging!).
- Side conversations while faculty members are teaching distract those around you and infringe on their learning. Help each other by ensuring that private conversations are held outside of class.
- Respect those who are teaching, whether your professors or classmates are giving directions or instruction. Give them your full attention. Learning is as much what you put into it as what someone else teaches you.
- Your attire and appearance speaks volumes about your level of professionalism as a student preparing for a future in the business/golf field. Your attire should not be a distraction to instructors or students, and should reflect that of what you would wear in the business/golf setting.

I make the initial assumption that each student will act professionally in class, therefore, each student starts with a grade of 100 points. Each time the student fails to act in a professional manner, at least five points will be deducted from his/her Professionalism Grade. Listed below include, but are not limited to, examples of student actions which will detriment the student's Professionalism Grade.

Student Action**Deduction**

Missing the maximum allowed absences (2) for the class	30
Missing more than the maximum allowed absences (3 or more)	100
Carrying on conversations with others during class	5
Coming to class without course materials (clubs, alignment aids)	5
Disruptive behavior/poor attitude in class	20
Failure to follow directions for work	5
Using cell phones for personal use during class	5
Wearing improper attire to class	5
Eating food or chewing tobacco in class	10

Emails will be sent the Monday morning alerting students of the meeting location for class and subject material being covered for the day.

Tentative Class Schedule (subject to change without notice):

Mon., Aug. 27	Syllabi – Expectations. GHIN Posting Instructions
Mon., Sep. 3	No Class Scheduled – Labor Day
Mon., Sep. 10	Putting Warm Up/Putting Quota
Mon., Sep. 17	PAT at Keith Hills
Mon., Oct. 1	Short Game Handicap
Mon., Oct. 8	On the Clock – Chipping and Putting
Mon., Oct. 15	Random Partners Short Game
Mon., Oct. 22	Op. 36 at 25 yds.
Mon., Oct. 29	Mental Toughness
Mon., Nov. 5	No Class Scheduled – PGM Visitation Day
Mon., Nov. 12	Putting Skills and Block Practice – Ladder Relay
Mon., Nov. 19	Up & Down Scoring Course
Mon., Nov. 26	Putting Matrix – Deck of Cards
Mon., Dec. 3	Evaluations and Feedback

**2018 Fall PGMSA Tournament Schedule**
PGA
Golf Management

Date	Courses	Event	Tee Times
Saturday, August 25, 2018	Orange to Black	Interclass Scramble*	12:00 PM Shotgun
Saturday, September 01, 2018	Orange to Black	Individual Stroke Play #1	9:51 AM to 12:24 PM
Saturday, September 08, 2018	Orange to Black	Stableford	9:51 AM to 12:24 PM
Saturday, September 15, 2018	White to Orange	PGM Championship	9:51 AM to 12:24 PM
Sunday, September 16, 2018	Orange to Black	PGM Championship	9:51 AM to 12:24 PM
Saturday, September 22, 2018	White to White	Pink Lady	9:51 AM to 12:24 PM
Sunday, September 30, 2018	Orange to Black	Individual Stroke Play #2	9:51 AM to 12:24 PM
Saturday, October 06, 2018	White to Orange	Wanda Knox Memorial	9:51 AM to 12:24 PM
Sunday, October 07, 2018	Orange to Black	Wanda Knox Memorial	9:51 AM to 12:24 PM
Points Cutoff for Jones Cup & PGM Cup			
Saturday, October 20, 2018	Orange to Black	Individual Stroke Play #3	9:51 AM to 12:24 PM
Saturday, October 27, 2018	Orange to Black	Triple Threat	9:51 AM to 12:24 PM
Sunday, November 04, 2018	Orange to Black	Keith Hills Cup	9:51 AM to 12:24 PM
Saturday, November 10, 2018	Orange to Black	The Hacker Shootout	9:51 AM to 12:24 PM
Saturday, November 17, 2018	Orange to Black	ISP #4	9:42 AM to 12:24 PM
Friday, November 30, 2018	White to White	PGM Cup - Day 1: Alt Shot	10:00 to 11:03 AM
Saturday, December 01, 2018	Orange to Black	PGM Cup - Day 2: Best Ball	10:00 to 11:03 AM
Sunday, December 02, 2018	Orange to Black	PGM Cup- Day 3: Singles	10:00 to 11:03 AM

Indicates Tournament is not worth points for Jones Cup or PGM Cup

**Subject to change*

KEITH HILLS GOLF CLUB

PO Box 215
Buies Creek, NC 27506
(910) 814-5796

2018 PGM Monday Night Golf League

Rules of Play

PGM Monday Night Golf League participants must abide by the following rules:

1. All players are to follow the USGA Rules of Golf. The ball is to be played as it lies, unless otherwise specified for that week's match.
2. All PGA Golf Management students who have not yet passed the PGA Playing Ability Test are required to participate in the Fall 2018 Monday Night League.
3. Matches must be played between Monday and Friday of the week.
4. The scoring system will be team better ball matches.
5. All male participants play from the BLACK tee, while all female participants play from the GREY tee.
6. Everyone must register in the golf shop and pay the appropriate cart fee prior to play. Students have the option to walk, but may rent a cart for \$8.00 per person for the 9-hole match.
7. All players are asked to abide by the etiquette of the game. Player language and behavior should reflect proper etiquette. Players should let faster players to go through. Please repair ball marks and place sand in divots on the fairway. All persons operating a golf cart must obey the cart rules, and should keep carts at least 30 feet from the greens.
8. Prizes will consist of gift certificates redeemable in the Keith Hills Golf Club pro shop, unless participants have passed their PGA Playing Ability Test then they will have the option for cash prizes.
9. The top 2 teams in each flight will qualify for the playoffs.
10. Score cards will be located in the Keith Hills Golf Shop. They must be filled out along with scoring on Golf Genius to receive points for the match. Golf Genius must be correct and both teams must agree on the outcome of the match.

Fall 2018 MNL Schedule

****Matches must be played between Monday and Friday****

Regular Season Schedule
Week 1 Matches: Monday, September 3 - Friday, September 7
Week 2 Matches: Monday, September 10 - Friday, September 14
Week 3 Matches: Monday, September 17 - Friday, September 21
Week 4 Matches: September 24 - Friday, September 28
Week 5 Matches: Monday, October 1- Friday, October 5
Playoff Schedule
Round 1:
Monday, October 15 - Friday, October 19
Round 2:
Monday, October 22 - Friday, October 26
Round 3 (Finals):
Monday, October 29 - Friday, November 2

PGM 175 –Golf Fitness
Wednesday 12pm and 1pm
Carter Gym/Sailor Park
Spring 2018

Class Theme: Accountability

Instructor: Mr. Ryan Dailey, PGA Professional
TPI Certified Golf Fitness Instructor
TPI Certified Level 2 Golf Professional
TPI Certified Level 3 Junior Coach
The Golfing Machine - Golf Stroke Engineering Bachelor (GSEB)
Trackman Level 2 Certified
Stack and Tilt Network Instructor
US Kids Golf Certified Coach
Positive Coaching Alliance Certified Coach
Operation 36 Co-Founder

Office: Adjunct Faculty – No Office

Office Hours: By Appointment Only

Phone: 518-669-3344

E-mail: ryan@igrowgolf.com

Course Description: A physical evaluation is used to develop an individualized fitness program focused on golf skill enhancement through improved balance, strength, coordination, and technique.

Campbell University Mission Statement: The mission of Campbell University is to graduate students with exemplary academic and professional skills who are prepared for purposeful lives and meaningful service. The University is informed and inspired by its Baptist heritage and three basic theological and biblical presuppositions: learning is appointed and conserved by God as essential to the fulfillment of human destiny; in Christ all things consist and find ultimate unity; and the Kingdom of God in this world is rooted and grounded in Christian community. The University embraces the conviction that there is no conflict between the life of faith and the life of inquiry.

Course Learning Objectives:

1. The student will have a fundamental understanding of the physical limitations that they currently have. They will understand how this affects their golf swing.

Students will experience this during the initial evaluation period.

2. The student will have an opportunity to work on their limitations on a weekly basis.

Students will experience this during each class period.

3. The student will show a significant improvement in their mobility and stability.

Students will be able to monitor improvement through time and reps during in class workouts.

Required Text: None

Grade Scale:	A = 180+ points	B = 160-179 points
	C = 140-159 points	D = 120-139 points
	F = <120 points	

Grade: Your grade for this class will be determined as follows:

Your goal is to earn 200 points. 200 points would be a perfect score, an A+.

1. 100 points possible
 - a. Attendance – Each class missed is 5 points off your final grade. If you are sick you need to make a decision as to if you want to come to class and sit off to the side or stay in your dorm.
 - b. Come to every class and you receive 100 points.
2. 100 points possible
 - a. Fitness and Golf Swing Connection Research Paper - 1 total
 - i. Grammatical errors are 5 points each!
 - ii. Self-Discovery and learning - What do you want to learn? Research it and hand it in.
 - iii. Handed in on time without reminders from the professor. Not a bad idea to hand it in early...hint.
3. 10 bonus points possible
 - a. Professionalism - Doing what is asked. Wear your class issued workout shirt to each class, no excuses. (details below)

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Attendance: The University Attendance Policy (pages 35 – 36 of the Campbell University Bulletin) will be followed. **No student will receive credit for any course in which he/she fails to attend 85% of class periods. This equates to a maximum of 2 absences allowed.** Attendance is also a factor that will be considered in borderline grading cases. Regular attendance and participation in the PGMSA events and meetings is also expected.

Student Integrity & Behavior: All students are subject to the academic integrity and behavioral expectations of the University. Disruptive classroom behavior will not be tolerated and may negatively impact your final grade. A three-strike policy will be in effect during the semester. After the third strike, the instructor may subtract up to **5 points** off your final average.

Professionalism: Professionalism implies a respect and courtesy for others in our educational setting. We expect our students to maintain the highest standards of professionalism in the classroom, in the university community, and in related public settings. All that you do and say, and the way you present yourself visually either elevates or diminishes your professional image in the eyes of others. In addition, what each of us does affects the way all of us are viewed. It is up to you to demonstrate respect and contribute to a School of Business experience that is positive and productive for all. Some expectations for creating a positive and professional learning environment are:

- Remember to turn off your cell phone as you enter the classroom (do not make or receive phone calls while in class, and please, no personal text messaging!).
- Computer usage is encouraged during class lectures for effective note taking, but inappropriate computer use is very disruptive to the classroom environment. Disruptive behavior includes, but is not limited to the following: browsing the internet, viewing videos, use of social networking sites such as FaceBook or Twitter,

use of email, instant messaging, and watching movies. Smart phones, PDAs, and iPod use are prohibited during class sessions. Please turn off these devices prior to the start of lectures.

- Side conversations while faculty members are teaching distract those around you and infringe on their learning. Help each other by ensuring that private conversations are held only outside of class.
- Respect those who are teaching, whether your professors or classmates giving presentations. Give them your full attention. Keep newspapers and other non-related reading materials out of class. Learning is as much what you put into it as what someone else teaches you.
- Your attire and appearance speaks volumes about your level of professionalism as a student preparing for a future in the business world. Your attire should not be a distraction to instructors or students.

I make the initial assumption that each student will act professionally in class, therefore, each student starts with a grade of 100 points. Each time the student fails to act in a professional manner, at least one point will be deducted from his/her Professionalism Grade. Listed below are many examples of student actions, which will result in having points deducted from your professionalism grade. Note that this list is not comprehensive. Other actions may result in deductions, at my discretion.

<u>Student Action</u>	<u>Deduction</u>
Two Unexcused Absences from class	10
Three Unexcused Absences from class	20
Missing the maximum allowed absences (2) for the class	30
Missing more than the maximum allowed absences (3) for the class	50
Failure to adequately respond in class	5
Carrying on conversations with others during class	5
Sleeping in class	5
Consistent failure to engage in class discussions	5
Consistently disruptive behavior in class	10
Social networking / surfing the Internet in class / texting	5
Wearing improper attire to class (e.g. pajama pants are not allowed)	5
Wearing hats / sunglasses in the classroom	5
Eating food / snacks / candy in the classroom	5
Tobacco use in the classroom	5
Not wearing class issued workout shirt to class	5
Tardy to class (arriving at 12:01+ or 1:01+)	5

What do I wear? – The below are because of someone...

Footwear:

Wear tennis/running/training shoes with socks. If you do not wear socks, you will be asked to leave. Do not wear flip-flops, Sperry's (boat shoes), CROCS, golf shoes, etc.

Shorts/Pants:

Wear appropriate shorts/pants for the venue and activity. You will be working out, moving back and forth and you don't want your pants to rip or be hindered by what you are wearing. Basketball/athletic shorts or pants are recommended. Do not wear jeans, cargo pants, overalls, suspenders or khakis.

Shirt/Sweatshirt:

Wear your issued workout shirt for the class each and every day. Outside you may want to wear a long-sleeve shirt with a sweatshirt. Tank tops, cut off shirts and shirts that do not go below your belt are not appropriate.

Hat:

If we are outside in the spring, wear a winter hat.

What do I bring to class?

Water bottle, workout clothes, energy and a positive attitude.

Some that are serious about seeing improvement may want to bring a small snack (granola bar, fruits/vegetables) to eat immediately after the workout.

Bring your cell phone CHARGED each week as you will need it as a timer.

Can I expect to be in the class the entire 50 minutes?

Yes, we will use the full 50 minutes in every class.

Can I change into workout clothes if I am coming from class?

Yes, Carter Gym has a men's and women's locker room to use. Plan your time accordingly so you are on time for class.

Should I eat differently now that I am working out?

Absolutely! I have found that the #1 most important area that affects our fitness level, moods and weight is what we eat, how often we eat and how much we eat. Each student should consider a 2,000-calorie per day diet, which can be personalized slightly for activity level. I recommend breaking this up into 5 meals of 400 calories. A great app for tracking this is LoseIt.com. I use it everyday and I would be happy to share that with anyone in class. Here is what I would do the day of your workouts:

- | | |
|--------------------------------|--|
| 1 hour before your workout: | -Eat something around 250-300 calories and a large glass of water.
-I typically eat a soy-yogurt, oatmeal, orange and 16 oz of water. |
| During workout: | -No sports drinks as they dehydrate you, stick to water. |
| Immediately after the workout: | -Within 20 minutes of working out you need to get something in your body to help your muscles replenish and recover. Fresh fruit would be best!
-I typically eat a banana and a glass of chocolate soymilk after. |

Core Human Drive #1 – Epic Meaning and Calling

This Core Drive is in play when a person believes they are doing something greater than oneself or was “chosen” to take the action.

All-Time List for the Workout - Bobby

First	Last	Year	Time to Complete
Matt	Haddon	Fall 2015	16:40
Jonathan	Mansberger	Fall 2015	16:40
Tyler	Rousch	Fall 2016	19:30
Jacob	Smith	Fall 2015	19:50
Ryan	Richardson	Fall 2015	20:00
Jonas	Larsen	Spring 2016	20:39
Skyler	Thompson	Spring 2016	20:46
Greg	Battschinger	Spring 2016	20:57
Dakota	Snyder	Spring 2016	21:05
Andrew	Lavelly	Spring 2016	21:06
Steve	Harvard	Fall 2015	21:10
Trey	Romig	Fall 2015	21:15
Jonas	Larsen	Fall 2015	21:15

Core Drive #2 – Development and Accomplishment

Development and accomplishment is our internal drive for making progress, developing skills, achieving mastery, and eventually overcoming challenges.

		Date	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
WARM UP - 15 MINUTES																		
1 Light Jog																		
5 minutes around basketball court																		
2 Foam Roll																		
10-12 rolls per body part-FIND PAIN-SLOW ROLLS!																		
2 Activation																		
Hip Raises 1 x 10																		
Side Leg Raises 1 x 10																		
Bird Dogs 1 x 10																		
Around the Worlds 1 x 10																		
Michael Phelps forward and back 1 x 10																		
Inchworms 1 x 5																		
		Sam																
1	WOD #1 - 20 Minutes	Sam 1 of 4	Sam 2 of 4	Sam 3 of 4	Sam 4 of 4	Reps Completed												
	1..2..3..Etc.. push ups					Month 1	Month 3											
	1..2..3..Etc.. sit ups																	
	1..2..3..Etc.. air squats					Month 2	Month 4											
	30s front plank, 30 s each side (10s = 1 rep)																	
	Total Score = Total number of reps completed																	

Core Drive #3 - Empowerment and Creativity

This drive is expressed when users are engaged in a creative process where they repeatedly figure new things out and try different combinations.

Fitness and Golf Swing Connection research papers - 1 total

Step 1 - Find an article you think is going to help you learn more about how a higher level of fitness (mobility, stability, flexibility, power, strength, stamina, etc.) will enhance your golf swing and game.

Step 2 - Read the article.

Step 3 - Write down what you learned from it. You can write down 1 sentence or 1 page. It is your choice! I reserve the right to use this paper as a basis for my belief in your intrinsic motivation to be here and become a future golf professional. Hint, I hire Campbell students to work after college for Operation 36...

Due dates are below. Paper is graded as follows:

1. Directions followed and no grammatical errors = 25 points
2. Each grammatical error = 5 points off
3. No name? = 10 points off

Core Drive #5 - Social influence and relatedness

This drive incorporates all the social elements that motivate people, including: mentorship, social acceptance, companionship, and even competition and envy.

Accountability Partner – Workout beside during class and do 5 minute warm up jog together.

Date	Class Topics
1/10/18	Syllabi, Accountability Partner, Evaluation and Warm-Up
1/17/18	Accountability Partner, Evaluation and Warm-Up
1/24/18	PGA Show – No Class
1/31/18	Golf Fitness Class-Sam
2/7/18	Golf Fitness Class-Bobby
2/14/18	Golf Fitness Class-Ben
2/21/18	Golf Fitness Class-Tiger
2/28/18	Golf Fitness Class-Sam
3/7/18	Golf Fitness Class-Bobby
3/14/18	Spring Break – No Class
3/21/18	Golf Fitness Class-Ben
3/28/18	Golf Fitness Class-Tiger
4/4/18	Golf Fitness Class-Sam
4/11/18	Golf Fitness Class-Bobby
4/18/18	Golf Fitness Class-Ben
4/25/18	Golf Fitness Class-Tiger Fitness and Golf Swing Connection Research Paper Due

Class Schedule - Spring 2018 (subject to change)

PGM 190 – Golf Internship 1
Summer of Freshmen Year
School of Business

Instructor: Mr. Kevin Nagy, PGA Professional
Office: Lundy-Fetterman School of Business, Room 229
Office Hours: TBD
Office Phone: (910) 893-1396 or Campus ext. 1396
E-mail: nagy@campbell.edu

Course Description: A three-month internship designed to blend classroom education with practical application in the golf industry. Students are responsible for completing experiential coursework mutually agreed upon between the supervising professional and PGM faculty. Written assignments are due periodically over the internship. At the end of the internship, the supervising professional and PGM faculty will complete an evaluation of the student.

Prerequisites: PGM 100, 140, or 165

***This course supports the University mission by equipping students with the vocational skills and professional integrity required to serve the regional, national, and international communities.*

Course Learning Objectives:

1. The student will be able to gain experience in the practical application of the:

Tournament Operations
Golf Car Fleet Management

Students will be able to demonstrate this on their work experience assignments.

2. The student will be able to gain hands-on experience in the golf industry.

Students will be evaluated by their supervising professional.

3. The student will have the opportunity to complete Level 1 Work Experience Activities. Included in this objective is the ability to demonstrate written skills, oral skills, and problem solving.

Students will be evaluated by the Internship Coordinator.

Non-Discrimination: Campbell University is committed to equality of educational opportunity. Campbell University does not permit discrimination or harassment in our programs and activities on the basis of race, color, sex, sexual orientation, gender identity, age, ethnicity or national origin, religion, disability, genetic information, protected veteran status and any other characteristic protected by law, except where appropriate and authorized by law.

Grade Scale: A = 100-90, B = 89-80, C = 79-70, D = 69-60, F = 59 & lower

Grade: Your grade for this class will be determined as follows:

Supervisor Evaluation	50%
Tournament Operations Work Experience Activities (90 pts)	25%
Golf Car Fleet Work Experience Activities (120 pts)	<u>25%</u>
	100%

To be completed while on PGM-190 Internship:

Assignments will be uploaded to the PGA Golf Management portal through your PGA.org account. If any corrections are needed, the professor will note this and you will receive a response. Grades will be determined based on your FIRST submission. Any returned activities must be approved BEFORE the due date to obtain credit. Failure to obtain approval by the given date will result in a zero for that assignment.

Helpful Hint: Do not submit assignments on the due date and expect them to be approved. Give yourself *at least* a week for review and any revisions that are necessary. The earlier activities are submitted, the better chance they have of being approved on time.

TOURNAMENT OPERATIONS

Activity 1: Plan and Prepare for a Tournament Event

Activity 2: Run the Tournament

Activity 3: Review and Evaluate the Tournament

The Tournament Operations activities listed above must be APPROVED by 5:00 pm on July 31.

GOLF CAR FLEET MANAGEMENT

Activity 1: Analyze Fleet Policies and Procedures

Activity 2: Explore Maintenance and Storage Practices

Activity 3: Analyze Customer Satisfaction and Financial Performance

Activity 4: Prepare the Final Report

The Golf Car Fleet Management activities listed above must be APPROVED by 5:00 pm on July 31.

WORK EXPERIENCE RUBRIC

CRITERIA	DEFINITIONS	MISSING	PARTIALLY COMPLETE	COMPLETE	EXCEPTIONAL
Application of Knowledge in Work Experience (10 Points)	Evidence of applying the knowledge presented in the course is shown in work experience answers	0 - Student showed no evidence of the knowledge presented in the course materials	5 - Student shows limited evidence of understanding the concepts and materials presented in the course	8 - Student shows an understanding of the concepts and materials presented in the course	10 - Student shows an exceptional understanding of course materials and concepts in work experience
Content (10 Points)	Answers are thorough and provide adequate detail covering all aspects of the question	0 - Student failed to provide answers to all questions	5 - Answers are very short and lack details; parts of the question are not answered	8 - Answers address all aspects of the questions, but some vital details seem to be missing	10 - Answers are extremely detailed and thoroughly cover all aspects of the question
Grammar, Spelling, and Punctuation (5 Points)	Answers use conventional standards for spelling, grammar, and punctuation	0 - Student failed to use proper spelling, grammar, and punctuation in their answers	3 - Most of the work uses proper spelling, grammar, and punctuation, but errors still exist	5 - Student uses proper spelling, grammar, and punctuation in the entire submission	N/A

Punctual Assignment Submission (5 Points)	Assignment was submitted in a timely manner according to the due date	0 – Student failed to submit the assignment by the deadline, or the submission was not complete	3 – Assignment was turned in late, but was complete	5 – Assignment was turned in prior to the deadline	N/A
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Campbell University
PGM 240 – Merchandising & Inventory Management

Tuesdays 2:00 – 3:20
School of Business – Room 124
Spring 2018

Instructor: Kenneth Jones
Office: Room 238
Office Hours: Monday - Thursday 11:00 – 12:30
Phone: (910) 893-1395, Campus ext. 1395
E-mail: jonesk@campbell.edu

Course Description: A study of the golf shop as it relates to the planning and management requirements for a successful golf-retailing business. The ability to attract customers and increase merchandise sales will be explored through open-to-buy plans, merchandise assortment plans, pricing, vendor relations, markdowns, display, and sales promotions. (Prerequisites: PGM 290)

Learning Outcomes: After completing Merchandising and Inventory Management, students will be able to:

1. Create and maintain an open-to-buy (OTB) plan and merchandise assortment plan (MAP)
 2. Use a variety of industry-proven pricing strategies to meet business objectives
 3. Implement a variety of promotional campaigns and events to move merchandise in a manner consistent with planning efforts
 4. Implement selling strategies that build on strengths of the facility, golf shop, staff expertise, and customer service approaches
- o Each outcome will be assessed through the PGA Merchandising & Inventory Management Exam

Required Materials: PGA Portal Access for Level 2 – Merchandising & Inventory Management

Your instructor will direct you on how to gain PGA Portal access during class instruction. You must bring a print copy of the course material with you to class each day.

Course Fees: The related PGA Education Fees for this course are included in the \$1275 Semester Fee charged to you as a PGA Golf Management student. That fee will be charged to your student account by the end of January 2018.

Additional Reading: Approximately 200 instruction books are available in the Carrie Rich Memorial Library. The following magazines and periodicals are recommended reading for students:

PGA Magazine	Golf Range Times	Golf Inc.	Golfweek
Golf Digest	Golf Magazine	Golf Range Magazine	GolfBusiness

Student Support / Career Development Services: Students with documented disabilities who desire modifications or accommodations should contact the office of Student Support Services located in the Library Annex (between Carter Gym and Wallace Student Center. For disability and tutoring services, please contact Laura Rich – Director of Student Support Services. She can be reached at (910) 814-4364 or richl@campbell.edu.

Academic Conduct: Consistent with the University mission, the University expects students to exhibit moral courage and ethical responsibility.

The University Code of Honor states that members of the University community should be “honest in all behavior.” Each student of Campbell University, therefore, is expected to personally demonstrate academic integrity. That is, each student (1) should have an unwavering commitment to doing the best he/she can with his/her own intellectual resources, (2) should be truthful in all matters, (3) should maintain appropriate confidentiality when representing the University, and (4) should encourage academic integrity among all fellow members of the University community.

By joining this University community, each student acknowledges and agrees that he/she will abide by the precepts stated above. A pdf with the full Academic Conduct policy is available at the link below:

http://www.campbell.edu/pdf/academics/CU_Academic_Conduct_Final_5-02-12.pdf

Professionalism: Professionalism implies a respect and courtesy for others in our educational setting. We expect our students to maintain the highest standards of professionalism in the classroom, in the university community, and in related public settings. All that you do and say, and the way you present yourself visually either elevates or diminishes your professional image in the eyes of others. In addition, what each of us does affects the way all of us are viewed. It is up to you to demonstrate respect and contribute to a School of Business experience that is positive and productive for all. Some expectations for creating a positive and professional learning environment are:

- Remember to turn off your cell phone as you enter the classroom (do not make or receive phone calls while in class, and please, no personal text messaging!).
- Computer usage is encouraged during class lectures for effective note taking, but inappropriate computer use is very disruptive to the classroom environment. Disruptive behavior includes, but is not limited to the following: browsing the internet, viewing videos, use of social networking sites such as Facebook or Twitter, use of email, instant messaging, and watching movies. Smart phones, PDAs, and iPod use are prohibited during class sessions. Please turn off these devices prior to the start of lectures.
- Side conversations while faculty members are teaching distract those around you and infringe on their learning. Help each other by ensuring that private conversations are held only outside of class.
- Respect those who are teaching, whether your professors or classmates giving presentations. Give them your full attention. Keep newspapers and other non-related reading materials out of class. Learning is as much what you put into it as what someone else teaches you.
- Your attire and appearance speaks volumes about your level of professionalism as a student preparing for a future in the business world. Your attire should not be a distraction to instructors or students.

I make the initial assumption that each student will act professionally in class, therefore, each student starts with a grade of 100 points. Each time the student fails to act in a professional manner, at least one point will be deducted from his/her Professionalism Grade. Listed below are many examples of student actions, which will result in having points deducted from your professionalism grade. Note that this list is not comprehensive. Other actions may result in deductions, at my discretion.

<u>Student Action</u>	<u>Deduction</u>
Missing the maximum allowed absences (2) for the class	25
Missing more than the maximum allowed absences (3+) for class	50
Consistently late for class / walking in after class begins	20
Failure to attend scheduled volunteer work assignment	20
Consistent failure to engage in class discussions	10
Sleeping in class	10
Coming to class without note-taking material (pen and paper/laptop)	10
Disruptive behavior in class / talkative outside of class discussion	10
Social networking / surfing the Internet in class / texting	10
Wearing improper attire, hats, and sunglasses in class	10
Eating food / snacks / candy and use of tobacco in the classroom	10

Course Login:

1. To login to the course you must first open your web browser and go to the following site:
<http://www.blackboard.campbell.edu/>. If you own your own computer, I assume you will make this site one of your **Favorites** for easier access in the future.
2. Click on **Login**, enter your Username and Password, and then click **Login** again. Your Home Page will appear on your screen. Click on **Golf Operations** and you will enter the course.





Work Experience: No work experience assignments will be completed in class for grading purposes in PGM 240 - Merchandising. The entire Merchandising Work Experience section must be completed on your upcoming 6-month extended internship. The due date for the Merchandising work experience will be determined at a later date.

Merchandise Display Group Assignment: Your instructor has randomly assigned nine 2-person groups that will be responsible for creating attractive merchandise displays and appropriate signage at Keith Hills GC. The entire golf shop layout is available to create attention-getting displays that will stay in place for one week of the semester from Tuesday through Monday starting on Tuesday, February 6, 2018. Grades for the project will be based on the following rubric. The winning team of the semester-long competition for the BEST DISPLAY TEAM will receive a bonus assignment score (100) factored into their grade. Post two (2) of your BEST photos of your group's displays on Twitter and Instagram. The Twitter handle is @keithhills27 and the Instagram account is keithhillsgc. Please also hashtag the class #PGM240 on each of the posts. A majority of voters in class on Tuesday, April 17, 2018 will determine the winning team after all teams have created their displays. (*Tie Breaker – a re-vote with only the tied teams will determine the victor*)

CRITERIA	MISSING	PARTIALLY COMPLETE	COMPLETE
Displays Changed On Time (10)	0 - Group did not complete the assignment	7 - Group changed displays late	10 - Group changed displays on time
Attention-Getting Displays (20)	10 - Displays were very basic and boring	15 - Displays use elevation change, highlight product relationships, and capitalize on location in the shop	20 - Displays capture customer's attention, highlight product features, and utilize all standard display characteristics
Colors / Grouping (20)	10 - Color elements are not attractive or mismatched	15 - Color scheme and grouping are okay, but display could be easily improved	20 - Colors in merchandise grouping capture attention, display looks correct
Props (20)	0 - Group failed to incorporate any props into their displays	12 - Common props were utilized to create displays	20 - Common and uncommon props used to create eye-catching displays
Signage (20)	0 - Group failed to incorporate signage into the display	12 - Signage doesn't follow acceptable standards as noted in the text	20 - Signage is excellent, following acceptable standards
Photos (10)	0 - Group failed to post photos to @keithhills27	7 - Display photos were posted, but are of poor quality, or were posted late	10 - Display photos were posted and are excellent in quality

Discussion Board Assignments will be found under the Discussion Board menu link. One discussion topic is listed on the syllabus and is worth 25 points. Additional topics may be posted with due dates communicated in class. The Discussion Board Rubric will be used to evaluate each discussion board post. Each assignment contains two parts:

1. Students are required to post their response to the Discussion Board Topic
2. Students are required to respond to other student posts and provide feedback about their posts

Name	Discussion Board Rubric		
Description	The Discussion Board Rubric will be used to grade your understanding of the concepts presented, written communication skills, and interaction with classmates on the discussion boards.		
Rubric Detail			
	Levels of Achievement		
Criteria	Missing	Partially Complete	Complete
A new thread 	0 Points Student did not post a thread	7 Points The student completed the new thread, but did not fully answer the question.	10 Points The student completed the new thread and fully answered the question.
Application of knowledge 	1 Points Student shows limited evidence of understanding the concepts and materials presented in the course	3 Points Student shows an understanding of the concepts and materials presented in the course	5 Points Student shows an exceptional understanding of the concepts and materials presented in the course
Reply to other student posts 	0 Points Student did not post any reply	3 Points The student completed only one reply post or posts that were not related to the topic.	5 Points The student completed reply posts that were relevant to the topic.
Grammar 	0 Points Failed to use proper spelling, grammar, and punctuation in discussion board post and reply	3 Points Most of the work uses proper spelling, grammar, and punctuation, but errors still exist in the post and reply	5 Points Student uses proper spelling, grammar, and punctuation in the post and reply

Testing and Retakes: Students must pass the PGA test at the end of each PGM course with a minimum score of 70 or above. PGA Golf Management policies require students to retake the PGA end of course test within fourteen (14) days of the failed exam at one of the hundreds of Testing Centers around the country. The failed test must be completed prior to returning to campus for additional course work. If the test has not been completed, then the student will be placed on Probation with the Program and cannot be registered for additional PGM classes. The PGA Golf Management Director will receive an email for each student requiring a retake. The email contains a link that can be used to contact the Testing Center and register for a retake test. The emails will be forwarded to the students and they must pay the appropriate fee in order to register. Students can register with a Testing Center as early as two days after a failed exam and no later than five days after the failed exam.

Grade Scale: A = 100 – 93, B = 92 – 85, C = 84 – 70, D = 69 – 60, F = 59 and below

Grade: Your grade for this class will be determined as follows:

Exam #1	15%	_____X .15 =	_____
Exam #2	15%	_____X .15 =	_____
PGA Exam	20%	_____X .20 =	_____
Assignments and Quizzes	45%	_____X .45 =	_____
Professionalism	5%	_____X .05 =	_____
TOTAL =			_____

PGM 240 Class Schedule - Spring 2018

Tuesday, January 16	Course Orientation / Merchandising & Inventory Management Introduction Lesson 1 – The PGA Business Planning Model in the Retail Environment (Seminar Manual pages 2 – 14)
Tuesday, January 23	NO CLASS SCHEDULED – PGA SHOW (Orlando, FL) <u>Discussion Board Assignment</u> – Merchandising Best Practices Due Date – Tuesday, January 23 at 11:59 pm.
Tuesday, January 30	Lesson 2 – Retail Planning and Creating an Open-to-Buy Plan (Seminar Manual pages 15 – 31)
Tuesday, February 6	Lesson 2 – Retail Planning and Creating an Open-to-Buy Plan (Seminar Manual pages 15 – 31) Keith Hills Merchandise Display Competition Begins
Tuesday, February 13	Lesson 3 – Merchandise Assortment Plan, Price Point, and Vendor Selection (Seminar Manual pages 32 – 38)
Tuesday, February 20	Exam #1 (Lessons 1 – 3)
Tuesday, February 27	Lesson 4 – Purchasing and Managing Inventory (Seminar Manual pages 39 – 46)
March 3 – 11	SPRING BREAK

Tuesday, March 13	Lesson 5 – Pricing Strategies (Seminar Manual pages 39 – 46)
Tuesday, March 20	Lesson 5 – Pricing Strategies (Seminar Manual pages 39 – 46)
Tuesday, March 27	Lesson 6 – Floor Layout and Displays (Seminar Manual pages 47 – 54)
Tuesday, April 3	Lesson 7 – Promoting and Selling (Seminar Manual pages 55 – 64)
Tuesday, April 10	Lesson 8 – Monitoring Performance and Making Adjustments (Seminar Manual pages 65 – 72)
Tuesday, April 17	Exam #2 (Lessons 1 – 8) Keith Hills Merchandise Display Competition Class Vote
Tuesday, April 24	Calendar Reconciliation Day (GO TO MONDAY CLASSES)
Thursday, April 26	Reading Day
Monday, April 30	PGA Merchandising Exam (Location: TBA) 12:00 – 2:50 pm

PGM 250 – Turfgrass Management

Wednesday 2:00 pm – 3:20 pm

School of Business – Room 124

Spring 2018

Instructor: Mr. Damon Dean
Office: Keith Hills Golf Club
Office Hours: By Appointment Only
Office Phone: (910) 893-1372
Email: deand@campbell.edu

Course Description: This course introduces you to fundamental concepts, terminology, skills and strategies associated with Turfgrass Management. It is designed to help you acquire essential knowledge about the different varieties of turfgrass available and the uses of each variety.

****This course supports the University mission by equipping students with the vocational skills and professional integrity required to serve the regional, national, and international communities.**

Course Objectives: Turfgrass Management

- ✓ Describe turfgrass concepts, such as types of grass, soil and nutrient needs, and the impact of climate, traffic, and other types of stress
- ✓ Describe common practices for maintaining healthy turfgrass, such as mowing, watering, fertilizing, aerating, pest control, and disease management.
- ✓ Describe the responsibilities of the golf course superintendent and maintenance staff.
- ✓ Discuss strategies for improving communication and cooperation among the PGA Professional, the superintendent and the maintenance staff.

Required Textbooks: Turfgrass Management: Level 2 Pre-Seminar

Suggested Reading: Golf industry periodicals are available in the Gilbert T. Stephenson Business Library in the Lundy-Fetterman Building. There are approximately 100 golf instruction books available in the Carrie Rich Memorial Library. The following magazines and periodicals are recommended reading for students:

PGA Magazine	Golf Range Times	Golf Digest	Golf Magazine
Golf Inc.	Golfweek	Golf Business	Golf Range Magazine

Relevant Web Links:

PGA website	www.pga.com	PGALinks Website	www.pgalinks.com
PGA Tour	www.pgatour.com	Golf Digest	www.golfdigest.com
Golf Range Times	www.golfrangetimes.com/	Golf Course Search	www.golfcourse.com/
Golf Magazine	http://sportsillustrated.cnn.com/golfonline		
Local Weather	www.wral.com/weather/	GolfBusiness	www.ngcoa.org/

Grade Scale: A = 100-90, B = 89-80, C = 79-70, D = 69-60, F = 59 & lower

Grade: Your grade for this class will be determined as follows:

Quizzes (3)	20%
Mid-Term Exam	20%
PGA Exam	10%
Lab Requirements	30%
Work Experience Portfolio	10%
Attendance	10%

Student Support / Career Development Services: Students with documented disabilities who desire modifications or accommodations should contact the office of Student Support Services located in the University's Hight House.

Attendance: The University Attendance Policy according to the latest Campbell University Bulletin will be followed. **No student will receive credit for any course in which he/she fails to attend 85% of class periods. This equates to a maximum of 4 absences allowed for this class.** Attendance is also a factor that will be considered in borderline grading cases. The Attendance portion of your grade (10 Points) will be determined as follows:

0 - 1 Absences	10 Points	3 Absences	8 Points
2 Absences	9 Points	4 Absences	7 Points
		5 Absences & More	"F" Grade for Course

Student Integrity & Behavior: All students are subject to the academic integrity and behavioral expectations of the University. Disruptive classroom behavior will not be tolerated and may negatively impact your final grade. A three-strike policy will be in effect during the semester. After the third strike, the instructor may subtract up to **5 points** off your final average.

Distance Learning: Some assignments will be submitted online using the Blackboard.com platform. You may also find lecture outlines, power points, forum discussions, and other course materials on the Blackboard site. The technical requirements to access this course include:

1. A computer with a reliable Internet connection.
2. A web browser such as Netscape 4.5 or higher and Internet Explorer 5.0 or higher.
3. An e-mail account.

Blackboard Enrollment:

1. Students will be required to enroll in the course over Campbell's Blackboard site. The enrollment deadline is the second Wednesday after class commences.
2. Open your web browser to the following site: <http://www.blackboard.campbell.edu/>.
3. If you don't already have a Campbell Blackboard account, then click on the CREATE ACCOUNT link and complete all of the required fields. SUBMIT Space has been provided below to record your username and password.
4. Click on Browse Course Catalog link found under the Courses tab.
5. Type in PGM 250. Click the ENROLL button for the course.

USERNAME: _____ PASSWORD: _____

PGM 250 – Class Schedule – Spring 2018

Wednesday, January 10	Syllabus Review Introduction to Turfgrass Management
Wednesday, January 17	Soils / Greens Construction
Wednesday, January 24	Grass Types and Growth Habits
Wednesday, January 31	Grass Selection / Fertilization Assignment – Work Experience Activity 1 – Turfgrass at a Case Study Facility <u>Due Date</u> – Wednesday, February 7, 2018
Wednesday, February 7	Pest Control / Work Experience #1 – Due Date
Wednesday, February 14	Cultural Practices / Integrated Pest Management
Wednesday, February 21	Communication / Jobs on a Maintenance Staff /Mid-Term Review
Wednesday, February 28	Mid-term
Wednesday, March 7	Spring Break
Wednesday, March 14	Environmental and Economic Sustainability
Wednesday, March 21	Course Renovation Process and the Environment
Wednesday, March 28	Turfgrass Management Exam 2:00pm
Wednesday, April 4	Course Designs
Wednesday, April 11	Costs of Maintenance
Wednesday, April 18	Golf Course Construction/Review of Work Experience Activities 2 – 6

PGM 250L – Turfgrass Management Lab

Class Sections: Students registered in the PGM 250 – Turfgrass Management course are required to register for one section of the PGM 250L – Turfgrass Management Lab. Turfgrass Management Lab will meet for two hours one time per week starting the week of February 7, 2018. Students not already registered for a lab section should do so through the Drop/Add period at the beginning of the semester.

Lab Meetings: The initial class meeting will take place at the Keith Hills GC clubhouse classroom. Subsequent meetings will take place at the Golf Maintenance facility.

Attire: Appropriate attire and footwear is required for all lab sections since the lab is a hands-on experience. You should expect your clothing and footwear to have considerable wear as the result of participating in the lab. Sandals, flip flops, and dress shoes should not be worn during your lab experience.

Lab Grade Elements:	Your grade for the lab component of PGM 250 will be determined as follows:		
	Lab Quizzes (2)		25%
	Turfgrass Management Project		25%
	Lab Attendance / Participation		50%

Lab Attendance: The University Attendance Policy according to the latest Campbell University Bulletin will be followed. No student will receive credit for any course in which he/she fails to attend 85% of class periods. This equates to a maximum of 2 absences allowed for the portion of this class. Attendance is also a factor that will be considered in borderline grading cases. The Attendance portion of your grade (50 Points) will be determined as follows:

0 Absences	50 Points	1 Absence	45 Points
2 Absences	40 Points	3 or more Absences	0 Points

Lab Schedule – Spring 2018:

Week 1 (Feb. 5/6) - Tour of the Maintenance Shop and Equipment

Week 2 (Feb. 12/13) - Soil Sampling/Frost delays and winter damage to turf

Week 3 (Feb. 19/20) - Grass Types and Uses

Week 4 (Feb. 26/27) - Culture Practices

Week 5 (March 5/ 6)- Spring Break

Week 6 (March 6-10)-Culture Practices / **Quiz #1**

Week 7 (March 13/14) - Topdressing (Practice range tees) (Par 3 Tees)

Week 8 (March 20/21) - Bunker Maintenance

Week 9 (March 27/28) - Turfgrass Installation / **Turfgrass Management Project Requirements**

Week 10 (April 3/4) - Maintenance procedures / **Quiz #2**

Week 11 (April 10/11) - Golf Course Set-up / **Turfgrass Management Project Due Date**

PGM 265 – Golf Operations

Monday & Wednesday 10:00 – 10:50

School of Business – Room 121

Spring 2018

Instructor: Kenneth Jones
Office: Room 238
Office Hours: Monday - Thursday 11:00 – 12:30
Phone: (910) 893-1395, Campus ext. 1395
E-mail: jonesk@campbell.edu

Course Description: The course emphasizes the golf operations as the core unit overseeing individual business units, such as the golf shop, play on the course, the golf car fleet, the practice range, caddie programs, and more. Topics include the value of organizational structure, job descriptions, policies and procedures, and implementation of operational tools and technologies. (Prerequisites: PGM 290)

****This course supports the University mission by equipping students with the vocational skills and professional integrity required to serve the regional, national, and international communities.**

Learning Outcomes: After completing Golf Operations, students will be able to:

1. Define a facility's organizational structure, key departments, reporting relationships, and specific position descriptions to foster staff communication and cooperation
 - Assessed through Work Experience Activity #1
 - Assessed through PGA Golf Operation Exam
2. Align operational policies and procedures with long-term goals and short-term business objectives for all core business areas
 - Assessed through Work Experience Activity #2 & Activity 3
 - Assessed through PGA Golf Operation Exam
3. Manage play by implementing clear policies, reservation systems, pace-of-play programs, and daily monitoring procedures
 - Assessed through Work Experience Activity #3
 - Assessed through PGA Golf Operation Exam
4. Employ ongoing yield management techniques to enhance the performance of the golf operation in relation to a facility's goals and objectives
 - Assessed through Work Experience Activities #6
 - Assessed through PGA Golf Operation Exam

Required Materials: PGA Portal Access for Level 2 – Golf Operations

Your instructor will direct you on how to gain PGA Portal access during class instruction. You must bring a print copy of the course material with you to class each day.

Course Fees: The related PGA Education Fees for this course are included in the \$1275 Semester Fee charged to you as a PGA Golf Management student. That fee will be charged to your student account by the end of January 2018.





Suggested Reading: The program has built an extensive collection of contemporary reading materials on the golf industry. There are approximately 200 golf instruction books available in the Wiggins Library. Current golf industry periodicals are also available in the Wiggins Library.

Student Support / Career Development Services: Students with documented disabilities who desire modifications or accommodations should contact the office of Student Support Services located in the Library Annex (between Carter Gym and Wallace Student Center. For disability and tutoring services, please contact Laura Rich – Director of Student Support Services. She can be reached at (910) 814-4364 or richl@campbell.edu.

Work Experience: Two (2) work experience activities are each worth 30 points for a total of 60 points. Activities will be evaluated using the rubric below. The grades for the activities will be totaled and divided by 60 possible points to determine the overall grade for the Work Experience section.

CRITERIA	DEFINITIONS	MISSING	PARTIALLY COMPLETE	COMPLETE	EXCEPTIONAL
Application of Knowledge in Work Experience (10 Points)	Evidence of applying the knowledge presented in the course is shown in work experience answers	0 - Student showed no evidence of the knowledge presented in the course materials	5 - Student shows limited evidence of understanding the concepts and materials presented in the course	8 - Student shows an understanding of the concepts and materials presented in the course	10 - Student shows an exceptional understanding of course materials and concepts in work experience
Content (10 Points)	Answers are thorough and provide adequate detail covering all aspects of the question	0 - Student failed to provide answers to all questions	5 - Answers are very short and lack details; parts of the question are not answered	8 - Answers address all aspects of the questions, but some vital details seem to be missing	10 - Answers are extremely detailed and thoroughly cover all aspects of the question
Grammar, Spelling, and Punctuation (5 Points)	Answers use conventional standards for spelling, grammar, and punctuation	0 - Student failed to use proper spelling, grammar, and punctuation in their answers	3 - Most of the work uses proper spelling, grammar, and punctuation, but errors still exist	5 - Student uses proper spelling, grammar, and punctuation in the entire submission	N/A
Punctual Assignment Submission (5 Points)	Assignment was submitted in a timely manner according to the due date	0 - Student failed to submit the assignment by the deadline, or the submission was not complete	3 - Assignment was turned in late, but was complete	5 - Assignment was turned in prior to the deadline	N/A

Discussion Board Assignments will be found under the Discussion Board menu link. Two (2) discussion topics are listed on the syllabus and each is worth 25 points. The Discussion Board Rubric will be used to evaluate each discussion board post.

Name	Discussion Board Rubric		
Description	The Discussion Board Rubric will be used to grade your understanding of the concepts presented, written communication skills, and interaction with classmates on the discussion boards.		
Rubric Detail			
	Levels of Achievement		
Criteria	Missing	Partially Complete	Complete
A new thread 	0 Points Student did not post a thread	7 Points The student completed the new thread, but did not fully answer the question.	10 Points The student completed the new thread and fully answered the question.
Application of knowledge 	1 Points Student shows limited evidence of understanding the concepts and materials presented in the course	3 Points Student shows an understanding of the concepts and materials presented in the course	5 Points Student shows an exceptional understanding of the concepts and materials presented in the course
Reply to other student posts 	0 Points Student did not post any reply	3 Points The student completed only one reply post or posts that were not related to the topic.	5 Points The student completed reply posts that were relevant to the topic.
Grammar 	0 Points Failed to use proper spelling, grammar, and punctuation in discussion board post and reply	3 Points Most of the work uses proper spelling, grammar, and punctuation, but errors still exist in the post and reply	5 Points Student uses proper spelling, grammar, and punctuation in the post and reply

Course Login:

1. To login to the course you must first open your web browser and go to the following site:
<http://www.blackboard.campbell.edu/>. If you own your own computer, I assume you will make this site one of your **Favorites** for easier access in the future.

2. Click on **Login**, enter your Username and Password, and then click **Login** again. Your HomePage will appear on your screen. Click on **Golf Operations** and you will enter the course.

Academic Conduct: Consistent with the University mission, the University expects students to exhibit moral courage and ethical responsibility.

The University Code of Honor states that members of the University community should be “honest in all behavior.” Each student of Campbell University, therefore, is expected to personally demonstrate academic integrity. That is, each student (1) should have an unwavering commitment to doing the best he/she can with his/her own intellectual resources, (2) should be truthful in all matters, (3) should maintain appropriate confidentiality when representing the University, and (4) should encourage academic integrity among all fellow members of the University community.

By joining this University community, each student acknowledges and agrees that he/she will abide by the precepts stated above. A pdf with the full Academic Conduct policy is available at the link below:

http://www.campbell.edu/pdf/academics/CU_Academic_Conduct_Final_5-02-12.pdf

Professionalism: Professionalism implies a respect and courtesy for others in our educational setting. We expect our students to maintain the highest standards of professionalism in the classroom, in the university community, and in related public settings. All that you do and say, and the way you present yourself visually either elevates or diminishes your professional image in the eyes of others. In addition, what each of us does affects the way all of us are viewed. It is up to you to demonstrate respect and contribute to a School of Business experience that is positive and productive for all. Some expectations for creating a positive and professional learning environment are:

- Remember to turn off your cell phone as you enter the classroom (do not make or receive phone calls while in class, and please, no personal text messaging!).
- Computer usage is encouraged during class lectures for effective note taking, but inappropriate computer use is very disruptive to the classroom environment. Disruptive behavior includes, but is not limited to the following: browsing the internet, viewing videos, use of social networking sites such as FaceBook or Twitter, use of email, instant messaging, and watching movies.
- Side conversations while faculty members are teaching distract those around you and infringe on their learning. Help each other by ensuring that private conversations are held only outside of class.
- Respect those who are teaching, whether your professors or classmates giving presentations. Give them your full attention. Keep newspapers and other non-related reading materials out of class. Learning is as much what you put into it as what someone else teaches you.
- Your attire and appearance speaks volumes about your level of professionalism as a student preparing for a future in the business world. Your attire should not be a distraction to instructors or students.

I make the initial assumption that each student will act professionally in class, therefore, each student starts with a grade of 100 points. Each time the student fails to act in a professional manner, not less than five points will be deducted from his/her Professionalism Grade. Listed below are many examples of student actions, which will result in having points deducted from your professionalism grade. Note that this list is not comprehensive. Other actions may result in deductions, at my discretion.

<u>Student Action</u>	<u>Deduction</u>
Two Unexcused Absences from class	10
Three Unexcused Absences from class	20
Missing the maximum allowed absences (4) for the class	30
Missing more than the maximum allowed absences (5+) for the class	50
Failure to adequately respond in class / Sleeping in class	10
Carrying on conversations with others during class	10
Coming to class without note-taking material (pen and paper/laptop)	10
Consistently disruptive behavior in class	20
Social networking / surfing the Internet in class / texting	10
Wearing improper attire to class (e.g. pajama pants are not allowed)	10
Wearing hats / sunglasses in the classroom	10
Eating food / snacks / candy & using tobacco in the classroom	10

Testing and Retakes: Students must pass the PGA test at the end of each PGM course with a minimum score of 70 or above. PGA Golf Management policies require students to retake the PGA end of course test within fourteen (14) days of the failed exam at one of the hundreds of PSI Testing Centers around the country. The failed test must be completed prior to returning to campus for additional course work. If the test has not been completed, then the student will be placed on Probation with the Program and cannot register for additional PGM classes.

Students can register for the retake exam the next day after testing at the link below by logging in with your USERNAME and PASSWORD. You'll use the same TESTRAC username and TESTRAC password that appeared on the sheet you were given prior to testing on campus. Students should register for retake exams at the following link:

<https://candidate.psiexams.com/testrac/>

The PGA Golf Management Director will also receive an email for each student requiring a retake. The email contains a link that can be used to contact the Testing Center and register for a retake test. The emails will be forwarded to the students and they must pay the appropriate fee in order to register. Students can register with a Testing Center as early as two days after a failed exam and no later than five days after the failed exam.

Grade Scale: A = 100 – 93, B = 92 – 85, C = 84 – 70, D = 69 – 60, F = 59 and below

Grade: Your grade for this class will be determined as follows:

Golf Operations Work Experience (Activity 1 & 6) (50)	20%	_____ X .20	=	_____
Mid-Term Exam (100)	20%	_____ X .20	=	_____
Golf Operations PGA Exam (100)	20%	_____ X .20	=	_____
Homework Assignments / Quizzes (Average)	35%	_____ X .35	=	_____
Professionalism (100)	5%	_____ X .05	=	_____
TOTAL POINTS				=====

Class Schedule – Spring 2018

Wed., Jan. 10	Course Orientation / Syllabus Review / Golf Operations Intro
Mon., Jan. 15	NO CLASS SCHEDULED – MARTIN LUTHER KING HOLIDAY
Wed., Jan. 17	Lesson 1 – Defining the Golf Operation (Seminar Manual – pages 5 – 13) <i>Reading Assignment – Course Manual pages 1 - 50</i>
Mon., Jan. 22	Lesson 1 – Defining the Golf Operation (Seminar Manual – pages 14 – 23)
Wed., Jan. 24	NO CLASS SCHEDULED – PGA SHOW, ORLANDO, FL <u>Discussion Board Assignment</u> – Customer Experience Due Date – Wednesday, January 24, 2018 at 11:00 pm
Mon., Jan. 29	Lesson 1 – Defining the Golf Operation (Seminar Manual – pages 24 – 33)
Wed., Jan. 31	Lesson 2 – Marketing and Promoting the Golf Operation (Seminar Manual – pages 34 – 38) <i>Reading Assignment – Course Manual pages 51 – 76</i>
Mon., Feb. 5	Lesson 2 – Marketing and Promoting the Golf Operation (Seminar Manual – pages 39 – 44)
Wed., Feb. 7	Lesson 2 – Marketing and Promoting the Golf Operation (Seminar Manual – pages 45 – 52)

Mon., Feb. 12	Lesson 3 – Managing Play (Seminar Manual – pages 54 – 61) <i>Reading Assignment – Course Manual pages 77 – 100</i>
Wed., Feb. 14	Lesson 3 – Managing Play (Seminar Manual – pages 62 - 68)
Mon., Feb. 19	NO CLASS SCHEDULED – CAROLINAS PGA SHOW, Greensboro, NC <u>Discussion Board Assignment</u> – Guidelines for Online Tee Times Due Date – Monday, February 19 at 11:00 pm
Wed., Feb. 21	Lesson 3 – Managing Play (Seminar Manual – pages 69– 73)
Mon., Feb. 26	Mid-Term Exam (Lessons 1 – 3, Course Manual pages 1 - 100)
Wed., Feb. 28	Lesson 4 – Coordination Within and Beyond the Golf Operation (Seminar Manual – pages 74 – 84) <i>Reading Assignment – Course Manual pages 101 – 124</i>
Mar. 3 – 11	SPRING BREAK
Mon., Mar. 12	Lesson 4 – Coordination Within and Beyond the Golf Operation (Seminar Manual – pages 74 – 84)
Wed., Mar. 14	Lesson 4 – Coordination Within and Beyond the Golf Operation (Seminar Manual – pages 79 – 84)
Mon., Mar. 19	Lesson 4 – Coordination Within and Beyond the Golf Operation (Seminar Manual – pages 79 – 84)
Wed., Mar. 21	Lesson 5 – Monitoring Operational Performance (Seminar Manual – pages 85 – 97) <i>Reading Assignment – Course Manual pages 125 – 138</i>
Mon., Mar. 26	PGA Exam Preparation
Wed., Mar. 28	PGA GOLF OPERATIONS / TURFGRASS MGMT, Room – TBA (2:00 – 3:30 pm)
Mon., Apr. 2	Golf Operations Work Experience – Activity 1 – In-Class Work Day
Wed., Apr. 4	Golf Operations Work Experience – Activity 1 – In-Class Work Day
Mon., Apr. 9	NO CLASS SCHEDULED – PGA GOLF MANAGEMENT VISITATION DAY (Class Assignment – Volunteer for assist with Visitation Day)
Wed., Apr. 11	Work Experience Activity 1 – DUE DATE
Mon., Apr. 16	Golf Operations Work Experience – Activity 6 – In-Class Work Day
Wed., Apr. 18	Golf Operations Work Experience – Activity 6 – In-Class Work Day
Mon., Apr. 23	Work Experience Activity 6 – DUE DATE
Tues., Apr. 24	Calendar Reconciliation Day
Wed., Apr. 25	Golf Operations Exam – Remediation Review
Thurs., Apr. 26	Reading Day

PGM 290 – Golf Internship 2
Summer/Fall of Sophomore Year
School of Business

Instructor: Mr. Kevin Nagy, PGA Professional
Office: Lundy-Fetterman School of Business, Room 229
Office Hours: M-Th 9:00-11:30 AM
Office Phone: (910) 893-1396 or Campus ext. 1396
E-mail: nagy@campbell.edu

Course Description: A six-month internship designed to blend classroom education with practical application in the golf industry. Students are responsible for completing experiential coursework mutually agreed upon between the supervising professional and PGM faculty. Written assignments are due periodically over the internship. At the end of the internship, the supervising professional and PGM faculty will complete an evaluation of the student.

Prerequisites: PGM 125, 130, 140, and 165.

****This course supports the University mission by equipping students with the vocational skills and professional integrity required to serve the regional, national, and international communities.**

Course Learning Objectives:

1. The student will be able to gain experience in the practical application of:

Intermediate Teaching and Golf Club Performance
Merchandising and Inventory Management

Students will be able to demonstrate this on their work experience assignments.

2. The student will be able to gain hands-on experience in the golf industry.

Students will be evaluated by their supervising professional.

3. The student will have the opportunity to complete Level 2 Work Experience Activities. Included in this objective is the ability to demonstrate written skills, oral skills, and problem solving.

Students will be evaluated by the Internship Coordinator.

Grade Scale: A = 100-90, B = 89-80, C = 79-70, D = 69-60, F = 59 & lower

Grade: Your grade for this class will be determined as follows:

Supervisor Evaluation	50%
Merchandising Work Experience (210 pts)	25%
Teaching Work Experience (90 pts)	<u>25%</u>
	100%

To be completed while on PGM-290 Internship:

Assignments will be uploaded to the PGA Golf Management portal through your PGA.org account. If any corrections are needed, the professor will note this and you will receive a response. Grades will be determined based on your FIRST submission. Any returned activities must be approved BEFORE the due date to obtain credit. Failure to obtain approval by the given date will result in a zero for that assignment.

Helpful Hint: Do not submit assignments on the due date and expect them to be approved. Give yourself *at least* a week for review and any revisions that are necessary. The earlier activities are submitted, the better chance they have of being approved on time.

MERCHANDISING AND INVENTORY MANAGEMENT

Activity 1: Define the of the Merchandise Operation

Activity 2: Analyze Historical Performance Data and Information on Current Trends

Activity 3: Develop a Comprehensive Buying Plan, Including an OTB Plan, a Map and Vendor Selection

Activity 4: Purchasing and Managing Inventory

Activity 5: Floor Layout and Displays

Activity 6: Promoting and Selling

Activity 7: Monitoring Performance and Making Adjustments

THE MERCHANDISE ACTIVITIES LISTED ABOVE ARE DUE BY 5:00 PM ON SEPTEMBER 30.

INTERMEDIATE TEACHING AND GOLF CLUB ALTERATION

Activity 1: Develop and Conduct a Group Instructional Program

Activity 2: Physical Fitness Evaluation and Summary

Activity 3: Measure and Alter a Set of Golf Clubs

THE INTERMEDIATE TEACHING ACTIVITIES LISTED ABOVE ARE DUE BY 5:00 PM ON NOVEMBER 30.

WORK EXPERIENCE RUBRIC

CRITERIA	DEFINITIONS	MISSING	PARTIALLY COMPLETE	COMPLETE	EXCEPTIONAL
Application of Knowledge in Work Experience (10 Points)	Evidence of applying the knowledge presented in the course is shown in work experience answers	0 – Student showed no evidence of the knowledge presented in the course materials	5 – Student shows limited evidence of understanding the concepts and materials presented in the course	8 – Student shows an understanding of the concepts and materials presented in the course	10 – Student shows an exceptional understanding of course materials and concepts in work experience
Content (10 Points)	Answers are thorough and provide adequate detail covering all aspects of the question	0 – Student failed to provide answers to all questions	5 – Answers are very short and lack details; parts of the question are not answered	8 – Answers address all aspects of the questions, but some vital details seem to be missing	10 – Answers are extremely detailed and thoroughly cover all aspects of the question
Grammar, Spelling, and Punctuation (5 Points)	Answers use conventional standards for spelling, grammar, and punctuation	0 – Student failed to use proper spelling, grammar, and punctuation in their answers	3 – Most of the work uses proper spelling, grammar, and punctuation, but errors still exist	5 – Student uses proper spelling, grammar, and punctuation in the entire submission	N/A
Punctual Assignment Submission (5 Points)	Assignment was submitted in a timely manner according to the due date	0 – Student failed to submit the assignment by the deadline, or the submission was not complete	3 – Assignment was turned in late, but was complete	5 – Assignment was turned in prior to the deadline	N/A

PGM 340 – Golf Facility HR *(1 Credit)*

Room 124 - Summer 2018

Instructor: Kenneth Jones, PGA
Office: Room 238
Office Hours: By Appointment Only during Summer Session
Phone: 910.893.1395, Campus ext. 1395 / Cell 910.890.3513
E-mail: jonesk@campbell.edu

Communication with Instructor: The preferred way to contact the instructor is through email. In order to receive prompt attention during summer school it is expected that students will place the following subject in the Subject Line: PGM 340 – SUMMER 2018. Students can call the office phone during office hours or leave a phone message. Please clearly identify yourself including your first name, last name, phone number, and the day, date, and time of the call. Students should clearly describe the reason for the communication and can expect a response within 24 hours by return call or email.

Course Description: A wide range of topics related to the recruitment, selection, training, compensation, motivation, and evaluation of golf facility staff members is covered in this course. A performance system is introduced for supervising employees and delegating work responsibilities. (Prerequisites: PGM 390)

****This course supports the University mission by equipping students with the vocational skills and professional integrity required to serve the regional, national, and international communities.**

Prerequisites: **Level 3 Status in PGA Golf Management**
(All Level 2 Exams and Work Experience has been completed and approved. Student must have passed the Playing Ability Test (PAT) in order to be enrolled in class.)

Course Learning Outcomes: After completing Golf Facility HR, students will be able to:

1. Analyze staffing needs, recruit, and hire a qualified staff
 - o Assessed through Work Experience Activity #1 & Activity #2
 - o Assessed through PGA Human Resource Management and Supervising & Delegating Exam
2. Describe the Performance System for supervising and delegating and use them to delegate assignments
 - o Assessed through Work Experience Activity #4
 - o Assessed through PGA Human Resource Management and Supervising & Delegating Exam
3. Use the four Interaction Strategies when delegating assignments to employees with varying capabilities and willingness
 - o Assessed through Work Experience Activity #7
 - o Assessed through PGA Human Resource Management and Supervising & Delegating Exam
4. Establish performance standards, conduct periodic evaluations, and document employee performance
 - o Assessed through Work Experience Activities #8
 - o Assessed through PGA Human Resource Management and Supervising & Delegating Exam

Course Fees: The related PGA Education Fees for this course are included with the regular semester charges for students in the program, covering Golf Course Access and the PGA PGM 2.0 Education Program. Fees for retakes at regional testing centers are the responsibility of the student.

Required Materials: PGA Portal Access for Level 3 – Human Resource Management and Supervising & Delegating Your instructor will direct you on how to gain PGA Portal access during class instruction. The pdf of the Course Manual is available in the PGA Education Portal. Students will receive a FREE print version of the textbook from the PGA Golf Management Program or you can print the materials yourself.

Suggested Reading: Golf industry periodicals are available in the Gilbert T. Stephenson Business Library in the Lundy-Fetterman Building. There are approximately 200 golf-related books available in the Carrie Rich Memorial Library. The following magazines and periodicals are recommended reading for students:

PGA Magazine	Golf Range Times	Golf Digest	Golf Magazine
Golf Inc.	Golfweek	Golf Business	Golf Range Magazine

Relevant Web Links:

PGA website	www.pga.com	PGALinks Website	www.pgalinks.com
PGA Tour	www.pgatour.com	Golf Digest	www.golfdigest.com
Golf Range Times	www.golfrangetimes.com/	Golf Course Search	www.golfcourse.com/
Golf Magazine	http://sportsillustrated.cnn.com/golffonline	Golf Business	www.ngcoa.org/

PGA Textbook

Learning Outcomes: Each lesson begins with an overview of the major topics, concepts, and learning outcomes. Review the lesson Learning Outcomes prior to reading the remainder of the lesson, and listening to the Tegrity Lectures. The Learning Outcomes will help you read and study the material with purpose since you know what you are looking to learn in advance.

The Learning Outcomes for **Lesson 1: Human Resources and the Golf Business** are as follows:

1. Describe an organization's approach to human resources and the process of talent management.
2. Recognize wage and hour and other employment laws that apply to the golf industry.

The Learning Outcomes for **Lesson 2: Staffing and Compensation** are as follows:

1. Analyze staffing needs, recruit, and hire qualified staff
2. Describe employment agreements and contracts
3. Describe alternatives for employee compensation and benefits

The Learning Outcomes for **Lesson 3: Training Staff** are as follows:

1. Determine training needs and develop on-site training programs

The Learning Outcomes for **Lesson 4: Supervising and Delegating** are as follows:

1. Describe the Performance System for supervising and delegating
2. Motivate individual staff members to increase productivity
3. Assign motivating work to individual staff members
4. Describe how to manage employee performance problems
5. Use elements of the Performance System to delegate assignments
6. Use the four Interaction Strategies when delegating assignments to employees with varying capabilities and willingness

The Learning Outcomes for **Lesson 5: Talent Management and Evaluation** are as follows:

1. Describe an organization's approach to human resources and the process of talent management
2. Establish performance standards, conduct periodic evaluations, and document employee performance
3. Evaluate staff productivity and manage staffing levels

Campbell University Mission: The mission of Campbell University is to graduate students with exemplary academic and professional skills who are prepared for purposeful lives and meaningful service. See the rest of the mission statement at this link: <http://www.campbell.edu/mission/>

Student Email: Upon registration of a student, Computing Services creates an email address that is commonly used by professors and others to get in contact with students for classes. Each

mailbox has a 7+ GB limit for storage and a 20 MB limit for sending, information that may prove useful to know. Students can check their mail through the link on the Campbell home page or through the following link: <http://mail.email.campbell.edu/>

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The University Code of Honor states that members of the University community should be “honest in all behavior.” Each student of Campbell University, therefore, is expected to personally demonstrate academic integrity. That is, each student (1) should have an unwavering commitment to doing the best he/she can with his/her own intellectual resources, (2) should be truthful in all matters, (3) should maintain appropriate confidentiality when representing the University, and (4) should encourage academic integrity among all fellow members of the University community.

By joining this University community, each student acknowledges and agrees that he/she will abide by the precepts stated above.

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http://www.campbell.edu/pdf/academics/CU_Academic_Conduct_Final_5-02-12.pdf

Student Support / Career Development: Students with documented disabilities who desire modifications or accommodations should contact the office of Student Support Services located in the Library Annex (between Carter Gym and Wallace Student Center. For disability and tutoring services, please contact Laura Rich – Director of Student Support Services. She can be reached at (910) 814-4364 or richl@campbell.edu.

Blackboard Course Login:

1. To login to the course you must first open your web browser and go to the following site: <http://www.blackboard.campbell.edu/>. If you own your own computer, I assume you will make this site one of your **Favorites** for easier access in the future.
2. Click on **Login**, enter your Username and Password, and then click **Login** again. Your HomePage will appear on your screen. Click on **Golf Facility HR** and you will enter the course.

Blackboard Materials: Additional course materials for the class can be found on Blackboard. Under COURSE DOCUMENTS you’ll find the class syllabus, textbook, seminar manual, power point slideshow, test blueprint, and work experience files. A short lesson lecture video is also available under the TEGRITY CLASSES tab on Blackboard. The PowerPoint slides from each lesson will be reviewed in the lecture video and pertinent examples given of lesson concepts.





Student Help: If you encounter a problem with Blackboard you can find assistance with the following links and contact information:

Blackboard – The Blackboard Menu button **HELP** (bottom left on all pages of course) takes you to a searchable database of common student problems and solutions.

Campbell University Student Help Desk (*for Computer / Network Problems*) – Email the Help Desk at helpdesk@campbell.edu or call ext. 1208 on campus or (910) 893-1208.

Discussion Board: Assignments will be found under the Discussion Board menu link in the Blackboard course. Eight (8) discussion topics are listed on the syllabus and each is worth 25 points. The Discussion Board Rubric found below will be used to evaluate each discussion board post. Each assignment contains two parts:

1. Students are required to post their response to the Discussion Board Topic
2. Students are required to respond to the posts of other students and provide feedback about their post

Name	Discussion Board Rubric		
Description	The Discussion Board Rubric will be used to grade your understanding of the concepts presented, written communication skills, and interaction with classmates on the discussion boards.		
Rubric Detail			
	Levels of Achievement		
Criteria	Missing	Partially Complete	Complete
A new thread 	0 Points Student did not post a thread	7 Points The student completed the new thread, but did not fully answer the question.	10 Points The student completed the new thread and fully answered the question.
Application of knowledge 	1 Points Student shows limited evidence of understanding the concepts and materials presented in the course	3 Points Student shows an understanding of the concepts and materials presented in the course	5 Points Student shows an exceptional understanding of the concepts and materials presented in the course
Reply to other student posts 	0 Points Student did not post any reply	3 Points The student completed only one reply post or posts that were not related to the topic.	5 Points The student completed reply posts that were relevant to the topic.
Grammar 	0 Points Failed to use proper spelling, grammar, and punctuation in discussion board post and reply	3 Points Most of the work uses proper spelling, grammar, and punctuation, but errors still exist in the post and reply	5 Points Student uses proper spelling, grammar, and punctuation in the post and reply

Work Experience: The eight (8) work experience activities are each worth 30 points for a total of 240 points. Submitted activities will be evaluated on the original submission using the rubric below... so do your BEST WORK. The grades for the eight activities will be totaled and divided by 240 possible points to determine the overall grade for the Work Experience section.

CRITERIA	DEFINITIONS	MISSING	PARTIALLY COMPLETE	COMPLETE	EXCEPTIONAL
Application of Knowledge in Work Experience (10 Points)	Evidence of applying the knowledge presented in the course is shown in work experience answers	0 - Student showed no evidence of the knowledge presented in the course materials	5 - Student shows limited evidence of understanding the concepts and materials presented in the course	8 - Student shows an understanding of the concepts and materials presented in the course	10 - Student shows an exceptional understanding of course materials and concepts in work experience
Content (10 Points)	Answers are thorough and provide adequate detail covering all aspects of the question	0 - Student failed to provide answers to all questions	5 - Answers are very short and lack details; parts of the question are not answered	8 - Answers address all aspects of the questions, but some vital details seem to be missing	10 - Answers are extremely detailed and thoroughly cover all aspects of the question
Grammar, Spelling, and Punctuation (5 Points)	Answers use conventional standards for spelling, grammar, and punctuation	0 - Student failed to use proper spelling, grammar, and punctuation in their answers	3 - Most of the work uses proper spelling, grammar, and punctuation, but errors still exist	5 - Student uses proper spelling, grammar, and punctuation in the entire submission	N/A
Punctual Assignment Submission (5 Points)	Assignment was submitted in a timely manner according to the due date	0 - Student failed to submit the assignment by the deadline, or the submission was not complete	3 - Assignment was turned in late, but was complete	5 - Assignment was turned in prior to the deadline	N/A

PGA Background Check: Graduates of the PGA Golf Management Program will be required to pay for and complete a Background Check through Employment Screening Associates (esa) prior to election to PGA Membership. Class members will be required to complete this task as an assignment in the PGM 340 course in anticipation of graduation and eventual membership in the PGA of America. In order to earn credit for the assignment students must scan a copy of their payment receipt from esa and submit it on Blackboard through the Assignment link. The background check could take up one month to complete and the results should be noted on your account on PGA.org.

On-Campus PGA Testing: A student's initial attempt at the PGA Exam **Human Resources, Supervising & Delegating** must be on the Campbell University campus under the supervision of the course instructor or proctor.

Testing and Retakes: Students must pass the PGA test at the end of each PGM course with a minimum score of 70 or above. PGA Golf Management policies require students to retake the PGA end of course test within fourteen (14) days of the failed exam at one of the hundreds of PSI Testing Centers around the country. The failed test must be completed prior to returning to campus for additional course work. If the test has not been completed, then the student will be placed on Probation with the Program and cannot register for additional PGM classes.

Students can register for the retake exam the next day after testing at the link below by logging in with your USERNAME and PASSWORD. You'll use the same TESTRAC username and TESTRAC password that appeared on the sheet you were given prior to testing on campus. The PGA Golf Management Director will also receive an email for each student requiring a retake. The email contains a link that can be used to contact the Testing Center and register for a retake test. The emails will be forwarded to the students and they must pay the appropriate fee in order to register. Students can register with a Testing Center as early as two days after a failed exam and no later than five days after the failed exam.

Professionalism: Professionalism implies a respect and courtesy for others in our educational setting. We expect our students to maintain the highest standards of professionalism in the classroom, in the university community, and in related public settings. All that you do and say, and the way you present yourself visually either elevates or diminishes your professional image in the eyes of others. In addition, what each of us does affects the way all of us are viewed. It is up to you to demonstrate respect and contribute to a School of Business experience that is positive and productive for all. Some expectations for creating a positive and professional learning environment are:

- Remember to turn off your cell phone as you enter the classroom (do not make or receive phone calls while in class, and please, no personal text messaging!).
- Computer usage is encouraged during class lectures for effective note taking, but inappropriate computer use is very disruptive to the classroom environment. Smart phones, PDAs, and iPod use are prohibited during class sessions. Please turn off these devices prior to the start of lectures.
- Side conversations while faculty members are teaching distract those around you and infringe on their learning. Help each other by ensuring that private conversations are held only outside of class.
- Respect those who are teaching, whether your professors or classmates giving presentations. Give them your full attention. Keep newspapers and other non-related reading materials out of class. Learning is as much what you put into it as what someone else teaches you.
- Your attire and appearance speaks volumes about your level of professionalism as a student preparing for a future in the business world. Your attire should not be a distraction to instructors or students.

I make the initial assumption that each student will act professionally in class, therefore, each student starts with a grade of 100 points. Each time the student fails to act in a professional manner, at least one point will be deducted from his/her Professionalism Grade. Listed below are many examples of student actions, which will result in having points deducted from your professionalism grade. Note that this list is not comprehensive. Other actions may result in deductions, at my discretion.

<u>Student Action</u>	<u>Deduction</u>
One Unexcused Absences from class	30
Missing more than the maximum allowed absences (2 or more)	50
Failure to show for a lab experience	20

Failure to adequately respond in class / Sleeping in class	10
Carrying on conversations with others during class	10
Coming to class without note-taking material (pen and paper/laptop)	10
Consistently disruptive behavior in class	20
Social networking / surfing the Internet in class / texting	20
Wearing improper attire / Hats / Sunglasses in the classroom	10
Eating food / snacks / candy & using tobacco in the classroom	10

Grade Scale: A = 100 – 93, B = 92 – 85, C = 84 – 70, D = 69 – 60, F = 59 and below

Grade: Your grade for this class will be determined as follows:

HR Management / Supervising & Delegating (240)	30%	_____ X .30 = _____
Work Experience Activities 1-8		
Golf Facility HR PGA Exam (100)	15%	_____ X .15 = _____
Homework Assignments / Quizzes (600)	30%	_____ X .30 = _____
Discussion Board Participation (200)	20%	_____ X .20 = _____
Professionalism (100)	5%	_____ X .05 = _____
		TOTAL POINTS =====

Class Schedule – Summer 2018

Mon., May 14	Course Orientation / Syllabus Review / Textbook / HR & SD Discussion 1) <u>Discussion Board #1 – Wage and Hour Laws (Due May 15 at 10:00 am)</u>
Tues., May 15	<u>Reading Assignment:</u> Lesson 1 – Human Resources and the Golf Business 2) <u>Discussion Board #2 – Americans with Disabilities Act (ADA) (Due May 16 at 10:00 am)</u>
Wed., May 16	<u>Lesson 1 Quiz</u> <u>Reading Assignment:</u> Lesson 2 – Staffing and Compensation 3) <u>Discussion Board #3 – Job Specifications for Hiring (Due May 17 at 10:00 am)</u>
Thurs., May 17	<u>Lesson 2 Quiz</u> <u>Reading Assignment:</u> Lesson 3 – Training Staff 4) <u>Discussion Board #4 – New Employee Orientation Programs (Due May 18 at 10:00 am)</u>
Fri., May 18	<u>Lesson 3 Quiz</u> <u>Reading Assignment:</u> Lesson 4 – Supervising & Delegating 5) <u>Homework Assignment</u> – Complete PGA Background Check (See Blackboard for details) 6) <u>Work Experience Activity 1:</u> Job Descriptions & Interviews (Due Date – May 21 at 10:00 am) 7) <u>Work Experience Activity 2:</u> Hiring Staff at Your Facility (Due Date – May 21 at 10:00 am) 8) <u>Work Experience Activity 3:</u> Training to Create a Welcoming Environment (Due Date – May 21 at 10:00 am) 9) <u>Discussion Board #5 – Performance Expectations (Due May 21 at 10:00 am)</u>
Mon., May 21	<u>Reading Assignment:</u> Lesson 4 – Supervising & Delegating 10) <u>Discussion Board #6 – Dealing with Poor Performance (Due May 22 at 10:00 am)</u> 11) <u>Discussion Board #7 – Delegating Responsibility (Due May 22 at 10:00 am)</u> 12) <u>Work Experience Activity 4:</u> Diagnosing a Performance Problem (Due Date – May 24 at 10:00 am) 13) <u>Work Experience Activity 5:</u> Conducting a Joint Problem Solving Discussion

(Due Date – May 24 at 10:00 am)

14) **Work Experience Activity 6:** Designing a Motivating Assignment

(Due Date – May 24 at 10:00 am)

15) **Work Experience Activity 7:** Delegating an Assignment (Due Date – May 24 at 10:00 am)

Tues., May 22

Lesson 4 Quiz

Reading Assignment: *Lesson 5 – Talent Management and Evaluation*

16) **Discussion Board #8 – Employee Evaluations (Due May 23 at 10:00 am)**

17) **Work Experience Activity 8:** Performance Standards and Evaluations

(Due Date – May 24 at 10:00 am)

Wed., May 23

Lesson 5 Quiz / Lesson Wrap-up / Work Experience In-Class Work Day

Thurs., May 24

PGA Exam Preparation / Work Experience **Due Date**

Fri., May 25

PGA Exams (Human Resources, Supervising & Delegating / Food & Beverage)

First Citizens Wealth Management Center 10:00 – 12:00

PGM 350 – Food & Beverage Management

Monday – Friday 1:00 – 3:50
School of Business – Room 124
Summer 1 – 2018

Instructor: Kenneth Jones

Office: Room 238

Office Hours: By Appointment Only in Summer School

Phone: (910) 893-1395, campus ext. 1395

E-mail: jonesk@campbell.edu

Communication with Instructor: The preferred way to contact the instructor is through email. In order to receive prompt attention during summer school it is expected that students will place the following subject in the Subject Line: PGM 350 – SUMMER 2018. Students can call the office phone during office hours or leave a phone message. Please clearly identify yourself including your first name, last name, phone number, and the day, date, and time of the call. Students should clearly describe the reason for the communication and can expect a response within 24 hours by return call or email.

Course Description: An in-depth study of how the food & beverage operation contributes to the profitability and success of the golf facility. Components include a study of food costing, purchasing, inventory control, menu planning, security, staffing, service, and legal issues. Classroom lectures will be supplemented with lab experiences at local food and beverage facilities. (Prerequisites: PGM 390)

****This course supports the University mission by equipping students with the vocational skills and professional integrity required to serve the regional, national, and international communities.**

Learning Outcomes: After completing PGM 350 – Food & Beverage Management, students will be able to:

1. Identify the benefits and characteristics of a successful food and beverage operation
 - o Assessed through Work Experience Activity #1
 - o Assessed through Food & Beverage Mid-Term Exam
2. Demonstrate an understanding of the typical levels of food and beverage service and determine which services are appropriate to a specific facility
 - o Assessed through Work Experience Activity #4 - 5
 - o Assessed through Food & Beverage Mid-Term Exam
3. Describe the stages of menu costing and development
 - o Assessed through Work Experience Activity #7
 - o Assessed through Food & Beverage Final Exam
4. Illustrate an understanding of the critical legal issues affecting food and beverage profitability
 - o Assessed through Work Experience Activities #9
 - o Assessed through Food & Beverage Final Exam

Prerequisites: **Level 3 Status in PGA Golf Management**
(All Level 2 Exams and Work Experience has been completed and approved. Student must have passed the Playing Ability Test (PAT) in order to be enrolled in the class.)

Required Textbook: *Principles of Food, Beverage, and Labor Cost Controls, 9th Edition*
By Paul R. Dittmer and Desmond Keefe III

Required Materials: PGA Portal Access for Level 3. Your instructor will direct you on how to gain PGA Portal access during class instruction. You must bring a print copy of the course material with you to class each day. You have the option to print the materials yourself, or get your FREE copy from the PGA Golf Management Program.

Course Fees: The related PGA Education Fees for this course are included with the regular semester charges for students in the program, covering Golf Course Access and the PGA PGM 2.0 Education Program. Fees for retakes at regional testing centers are the responsibility of the student.

Suggested Reading: The program has built an extensive collection of contemporary reading materials on the golf industry. There are approximately 200 golf instruction books available in the Wiggins Library. Current golf industry periodicals are also available in the Wiggins Library.

Student Support / Career Development Services: Students with documented disabilities who desire modifications or accommodations should contact the office of Student Support Services located in the Library Annex (between Carter Gym and Wallace Student Center. For disability and tutoring services, please contact Laura Rich – Director of Student Support Services. She can be reached at (910) 814-4364 or richl@campbell.edu.

Blackboard Course Login:

1. To login to the course you must first open your web browser and go to the following site: <http://www.blackboard.campbell.edu/>. Make the site a Favorite or Bookmark on your browser.
2. Click on **Login**, enter your Username and Password, and then click **Login** again. Your HomePage will appear on your screen. Click on **PGM 350 – Food & Beverage Management** and you will enter the course.

Campbell University Mission: The mission of Campbell University is to graduate students with exemplary academic and professional skills who are prepared for purposeful lives and meaningful service. See the rest of the mission statement at this link: <http://www.campbell.edu/mission/>

Student Email: Upon registration of a student, Computing Services creates an email address that is commonly used by professors and others to get in contact with students for classes. Each mailbox has a 7+ GB limit for storage and a 20 MB limit for sending, information that may prove useful to know. Students can check their mail through the link on the Campbell home page or through the following link: <http://mail.email.campbell.edu/>

Academic Conduct: Consistent with the University mission, the University expects students to exhibit moral courage and ethical responsibility.

The University Code of Honor states that members of the University community should be “honest in all behavior.” Each student of Campbell University, therefore, is expected to personally demonstrate academic integrity. That is, each student (1) should have an unwavering commitment to doing the best he/she can with his/her own intellectual resources, (2) should be truthful in all matters, (3) should maintain appropriate confidentiality when representing the University, and (4) should encourage academic integrity among all fellow members of the University community.

By joining this University community, each student acknowledges and agrees that he/she will abide by the precepts stated above. A pdf with the full Academic Conduct policy is available at the link below:
http://www.campbell.edu/pdf/academics/CU_Academic_Conduct_Final_5-02-12.pdf

Professionalism: Professionalism implies a respect and courtesy for others in our educational setting. We expect our students to maintain the highest standards of professionalism in the classroom, in the university community, and in related public settings. All that you do and say, and the way you present yourself visually either elevates or diminishes your professional image in the eyes of others. In addition, what each of us does affects the way all of us are viewed. It is up to you to demonstrate respect and contribute to a School of Business experience that is positive and productive for all. Some expectations for creating a positive and professional learning environment are:

- Remember to turn off your cell phone as you enter the classroom (do not make or receive phone calls while in class, and please, no personal text messaging!).
- Computer usage is encouraged during class lectures for effective note taking, but inappropriate computer use is very disruptive to the classroom environment. Disruptive behavior includes, but is not limited to the following: browsing the internet, viewing videos, use of social networking sites such as FaceBook, Google+, or

Twitter, use of email, instant messaging, and watching movies. Smart phones, PDAs, and iPod use are prohibited during class sessions. Please turn off these devices prior to the start of lectures.

- Side conversations while faculty members are teaching distract those around you and infringe on their learning. Help each other by ensuring that private conversations are held only outside of class.
- Respect those who are teaching, whether your professors or classmates giving presentations. Give them your full attention. Keep newspapers and other non-related reading materials out of class. Learning is as much what you put into it as what someone else teaches you.
- Your attire and appearance speaks volumes about your level of professionalism as a student preparing for a future in the business world. Your attire should not be a distraction to instructors or students.

I make the initial assumption that each student will act professionally in class, therefore, each student starts with a grade of 100 points. Each time the student fails to act in a professional manner, at least one point will be deducted from his/her Professionalism Grade. Listed below are many examples of student actions, which will result in having points deducted from your professionalism grade. Note that this list is not comprehensive. Other actions may result in deductions, at my discretion.

<u>Student Action</u>	<u>Deduction</u>
One Unexcused Absences from class	30
Missing more than the maximum allowed absences (2 or more)	50
Failure to show for a lab experience	20
Failure to adequately respond in class / Sleeping in class	10
Carrying on conversations with others during class	10
Coming to class without note-taking material (pen and paper/laptop)	10
Consistent failure to engage in class discussions	10
Consistently disruptive behavior in class	20
Social networking / surfing the Internet in class / texting	20
Wearing improper attire / Hats / Sunglasses in the classroom	10
Eating food / snacks / candy & using tobacco in the classroom	10

Testing and Retakes: Students must pass the PGA test at the end of each PGM course with a minimum score of 70 or above. PGA Golf Management policies require students to retake the PGA end of course test within fourteen (14) days of the failed exam at one of the hundreds of PSI Testing Centers around the country. The failed test must be completed prior to returning to campus for additional course work. If the test has not been completed, then the student will be placed on Probation with the Program and cannot register for additional PGM classes.

Students can register for the retake exam the next day after testing at the link below by logging in with your USERNAME and PASSWORD. You'll use the same TESTRAC username and TESTRAC password that appeared on the sheet you were given prior to testing on campus. The PGA Golf Management Director will also receive an email for each student requiring a retake. The email contains a link that can be used to contact the Testing Center and register for a retake test. The emails will be forwarded to the students and they must pay the appropriate fee in order to register. Students can register with a Testing Center as early as two days after a failed exam and no later than five days after the failed exam.

ServSafe Food Handler Online Course & Assessment: Students are required to purchase (\$15.00) the ServSafe Food Handler Online Course & Assessment and complete the training program. Elements of the training will be discussed in class lecture prior to the due date of the requirement. Student exam scores will be used in the calculation of the overall grade for PGM 350. If you successfully certify at the end of the online course, then you are required to scan and submit the Certificate to the Assignment link in Blackboard. I also suggest adding the accomplishment on your resume.

Work Experience: The Food & Beverage section contains six work experience activities. Three (3) work experience activities are to be completed as assignments for PGM 350. Each activity is worth 30 points for a total of 90 points. Activities will be evaluated using the rubric below. The grades for the three activities will be totaled and divided by 90 possible points to determine the overall grade for the Work Experience section. The other three activities will have to be completed prior to graduation.

CRITERIA	DEFINITIONS	MISSING	PARTIALLY COMPLETE	COMPLETE	EXCEPTIONAL
Application of Knowledge in Work Experience (10 Points)	Evidence of applying the knowledge presented in the course is shown in work experience answers	0 - Student showed no evidence of the knowledge presented in the course materials	5 - Student shows limited evidence of understanding the concepts and materials presented in the course	8 - Student shows an understanding of the concepts and materials presented in the course	10 - Student shows an exceptional understanding of course materials and concepts in work experience
Content (10 Points)	Answers are thorough and provide adequate detail covering all aspects of the question	0 - Student failed to provide answers to all questions	5 - Answers are very short and lack details; parts of the question are not answered	8 - Answers address all aspects of the questions, but some vital details seem to be missing	10 - Answers are extremely detailed and thoroughly cover all aspects of the question
Grammar, Spelling, and Punctuation (5 Points)	Answers use conventional standards for spelling, grammar, and punctuation	0 - Student failed to use proper spelling, grammar, and punctuation in their answers	3 - Most of the work uses proper spelling, grammar, and punctuation, but errors still exist	5 - Student uses proper spelling, grammar, and punctuation in the entire submission	N/A
Punctual Assignment Submission (5 Points)	Assignment was submitted in a timely manner according to the due date	0 - Student failed to submit the assignment by the deadline, or the submission was not complete	3 - Assignment was turned in late, but was complete	5 - Assignment was turned in prior to the deadline	N/A

Grade Scale: A = 100 – 93, B = 92 – 85, C = 84 – 70, D = 69 – 60, F = 59 and below

Grade: Your grade for this class will be determined as follows:

Food & Beverage Work Experience (90)	20%	_____ X .20	=	_____
Homework Assignments / Quizzes (Avg.)	40%	_____ X .40	=	_____
PGA Exam (100)	15%	_____ X .15	=	_____
Lab Assignments (100)	20%	_____ X .20	=	_____
Professionalism (100)	5%	_____ X .05	=	_____
TOTAL POINTS				=====

Class Schedule – Summer 2018

Mon., May 14	Course Introduction / Syllabus Review / Textbooks / Food & Beverage Discussion
Tues., May 15	Lesson 1: Introduction to Food & Beverage Service <i>Work Experience Activity 1 – DUE DATE – Thursday, May 17 at 1:00 pm</i>

Wed., May 16	Lesson 2: Developing and Costing the Menu <u>Text Reading Assignments – Chapters 1, 2, 6, & 7</u>
Thurs., May 17	Lesson 2: Developing and Costing the Menu <i>Work Experience Activity 4 – DUE DATE – Tuesday, May 22 at 1:00 pm</i> <u>Text Reading Assignment – Chapter 11, 12, & 17</u> Food & Beverage Lab Experience - Developing and Costing the Menu Location – Dogleg Café (3:30 -5:00)
Fri., May 18	Lesson 3: Managing Food and Beverage Supplies <u>Text Reading Assignment – Chapter 4, 5, 8, & 13</u> Weekend Assignment - SERVSAFE FOOD HANDLER ONLINE COURSE (DUE DATE – Monday, May 21 at 1:00 pm)
Mon., May 21	Lesson 4: Staffing and Customer Service <i>Work Experience Activity 5 – DUE DATE – Wednesday, May 23 at 1:00 pm</i> Food & Beverage Lab Experience – Managing Food and Beverage Supplies Location – Dogleg Café (3:30 -5:00)
Tues., May 22	Lesson 4: Staffing and Customer Service <u>Text Reading Assignment – Chapter 18, 19, 20 & 21</u>
Wed., May 23	Lesson 5: Coordinating Food and Beverage Operations with Other Operations Lesson 6: Legal Issues Food & Beverage Lab Experience – ServSafe Food Handler Exercise Location – Dogleg Café (3:30 -5:00)
Thurs., May 24	PGA Exam Preparation / Quiz & KaHoot Food & Beverage Lab Experience – Survey of Menu Items & Customer Evaluation Location – Dogleg Café (2:00 – 3:30)
Fri., May 25	PGA Exams (Human Resources, Supervising & Delegating / Food & Beverage) First Citizens Wealth Management Center 10:00 am – 12:00 pm

PGM 360 – Special Topics

Monday & Wednesday 10:00 – 10:50

School of Business – Room 107

Spring 2018

Instructor: Mr. Kevin Nagy, PGA
Office: Lundy-Fetterman School of Business, Office 229
Office Hours: M, W: 11:00a – 12:00p
T, TH: 9:00a – 12:30ap
Office Phone: (910) 893-1396 or Campus ext. 1396
E-mail: nagy@campbell.edu

Course Description: A course designed to cover a number of issues related to career planning and enhancement, offering strategies for dealing with many of the challenges of a career in the golf industry. Emphasizes the critical importance of player development, and prepares students to contribute to the creation of and implementation of successful programs at golf facilities. A team of students will develop and deliver a Player Development Program in the local community. The team of students will deliver a Final Experience Presentation based on the Player Development strategy. (Prerequisites: PGM 390)

****This course supports the University mission by equipping students with the vocational skills and professional integrity required to serve the regional, national, and international communities.**

Learning Outcomes: After completing the PGM 360 – Special Topics Class, students will be able to:

1. Develop a professional resume and cover letter.
 - o Assessed through Career Enhancement Work Experience Activity #2
2. Refine team presentation skills in order to illustrate specific experience and expertise in a limited amount of time
 - o Assessed through The Final Experience Group Presentation
3. Develop a comprehensive program of instructional services to promote practice, ongoing game improvement, the playing of the game through the creative utilization of facility-wide resources
 - o Assessed through Player Development and Teaching Business Work Experience Activity #1
 - o Assessed through The Final Experience Group Presentation
4. Describe how to develop plans to market, promote, implement and evaluate player development programs
 - o Assessed through Player Development and Teaching Business Work Experience Activity #1
 - o Assessed through The Final Experience Group Presentation

Required Materials: PGA Portal Access for Level 3 – Career Enhancement and the Player Development Programs & Teaching Business. Your instructor will direct you on how to gain PGA Portal access during class instruction. You must bring a print copy of the course material with you to class each day. You have the option to print the materials yourself, or purchase your copy from the PGA Golf Management Program at a cost of \$10.00.

Course Fees: The related PGA Education Fees for this course are included with the regular semester charges for students in the program, covering Golf Course Access and the PGA PGM 2.0 Education Program. Fees for retakes at regional testing centers are the responsibility of the student.

Final Experience Group Presentation: The class will be divided into different groups. A team of students will research a strategy, develop and deliver a Player Development Program in the local community. The team of students will deliver a Final Experience Presentation based on the Player Development strategy used for the Program.

Suggested Reading: There are approximately 100 golf-related books available in the Wiggins Memorial Library. The following magazines and periodicals are recommended reading for students:

PGA Magazine
Golf Inc.

Golf Range Times
Golfweek

Golf Digest
Golf Business

Golf Magazine
Golf Range Magazine

Relevant Web Links:

PGA website www.pga.com
PGA Tour www.pgatour.com
Golf Range Times www.golfrangetimes.com/
Golf Magazine <http://sportsillustrated.cnn.com/golfonline>

PGALinks Website www.pgalink.com
Golf Digest www.golfdigest.com
Golf Course Search www.golfcourse.com/
Golf Business www.ngcoa.org/

Grade Scale: A = 100 – 93, B = 92 – 85, C = 84 – 70, D = 69 – 60, F = 59 and below

Grade: Your grade for this class will be determined as follows:

Career Enhancement Work Experience (100) Activities 1 – 4	20%	_____ X .20	=	_____
Player Development and Teaching Business (100) Work Experience Activity 1	25%	_____ X .25	=	_____
Player Development & Teaching Business PGA Exam	10%	_____ X .10	=	_____
Final Experience/Business Plan Group Presentation (50/50)	25%	_____ X .25	=	_____
Assignments / Quizzes (100)	10%	_____ X .10	=	_____
Professionalism (100)	10%	_____ X .10	=	_____

TOTAL POINTS

=====

Student Support / Career Development Services: Students with documented disabilities who desire modifications or accommodations should contact the office of Student Support Services located in the Library Annex (between Carter Gym and Wallace Student Center. For disability and tutoring services, please contact Laura Rich – Director of Student Support Services. She can be reached at (910) 814-4364 or <mailto:richl@campbell.edu>.

Professionalism: Professionalism implies a respect and courtesy for others in our educational setting. We expect our students to maintain the highest standards of professionalism in the classroom, in the university community, and in related public settings. All that you do and say, and the way you present yourself visually either elevates or diminishes your professional image in the eyes of others. In addition, what each of us does affects the way all of us are viewed. It is up to you to demonstrate respect and contribute to a School of Business experience that is positive and productive for all. Some expectations for creating a positive and professional learning environment are:

- Remember to turn off your cell phone as you enter the classroom (do not make or receive phone calls while in class, and please, no personal text messaging!).
- Computer usage is encouraged during class lectures for effective note taking, but inappropriate computer use is very disruptive to the classroom environment. Disruptive behavior includes, but is not limited to the following: browsing the internet, viewing videos, use of social networking sites such as Facebook or Twitter, use of email, instant messaging, and watching movies. The use of smart phones, tablets, or other electronics is prohibited during class sessions. Please turn off these devices prior to the start of lectures.
- Side conversations while faculty members are teaching distract those around you and infringe on their learning. Help each other by ensuring that private conversations are held only outside of class.
- Respect those who are teaching, whether your professors or classmates giving presentations. Give them your full attention. Non-related reading materials out of class. Learning is as much what you put into it as what someone else teaches you.
- Your attire and appearance speaks volumes about your level of professionalism as a student preparing for a future in the business world. Your attire should not be a distraction to instructors or students.

I make the initial assumption that each student will act professionally in class; therefore, each student starts with a grade of 100 points. Each time the student fails to act in a professional manner, not less than five points will be deducted from his/her Professionalism Grade. Listed below are many examples of student actions, which will result in having points deducted from your professionalism grade. Note that this list is not comprehensive. Other actions may result in deductions, at my discretion.

<u>Student Action</u>	<u>Deduction</u>
Two Unexcused Absences from class	10
Three Unexcused Absences from class	15
Four Unexcused Absences from class	20
Missing more than the maximum allowed absences (5+) for the class	50
Failure to adequately respond in class	5
Carrying on conversations with others during class	5
Sleeping in class	5
Coming to class without note-taking material (pen and paper/laptop)	5
Consistent failure to engage in class discussions	5
Consistently disruptive behavior in class	10
Failure to follow directions for work	5
Social networking / surfing the Internet in class / texting	5
Wearing improper attire to class (e.g. pajama pants are not allowed)	5
Wearing hats / sunglasses in the classroom	5
Eating food / snacks / candy in the classroom	5
Tobacco use in the classroom	5

Testing and Retakes: Students must pass the PGA test at the end of each PGM course with a minimum score of 70 or above. PGA Golf Management policies require students to retake the PGA end of course test within fourteen (14) days of the failed exam at one of the hundreds of Testing Centers around the country. The failed test must be completed prior to returning to campus for additional course work. If the test has not been completed, then the student will be placed on Probation with the Program and cannot be registered for additional PGM classes.

The PGA Golf Management Director will receive an email for each student requiring a retake. The email contains a link that can be used to contact the Testing Center and register for a retake test. The emails will be forwarded to the students and they must pay the appropriate fee in order to register. Students can register with a Testing Center as early as two days after a failed exam and no later than five days after the failed exam.

Class Schedule – Spring 2017

Wed., Jan. 10	Course Orientation / Syllabus Review / Work Experience Overview
Mon., Jan. 15	MLK Day – No Class
Wed., Jan. 17	Lesson 1 – Beginning a Career in Golf <i>Reading Assignment – Pre-Seminar Manual pages 4 – 16</i> <u>Work Experience Activity 1</u> – Identifying a Position for Career Enhancement (Due Date – February 9, 2017)
Mon., Jan 22	Lesson 2 – Resumes, Cover Letters, and Interviewing <i>Reading Assignment – Pre-Seminar Manual pages 17 – 26</i> <u>Work Experience Activity 2</u> – Creating a Resume and Cover Letter <u>Work Experience Activity 3</u> – Conducting an Informational Interview (Due Date – February 9, 2017)
Wed., Jan. 24	NO CLASS SCHEDULED – PGA SHOW, ORLANDO, FL
Mon., Jan. 29	Lesson 3 – Job Offers and Career Advancement
Wed., Jan. 31	Lesson 4 – The Final Experience <i>Reading Assignment – Pre-Seminar Manual pages 31 - 48</i> <u>Work Experience Activity 4</u> – Identifying the Next Steps for Professional Development (Due Date – February 9, 2017)
Mon., Feb. 5	Interview Simulations

Wed., Feb. 7	Lesson 1 – Player Development and the Golf Economy <i>Reading Assignment – Pre-Seminar Manual pages 1 – 21</i>
Mon., Feb. 12	Lesson 2 – Designing Successful Player Development Programs <i>Reading Assignment – Pre-Seminar Manual pages 22 – 34</i> <u>Work Experience Activity 1</u> – Design and Implement a Player Development Program (Due Date – April 26, 2017)
Wed., Feb 14	Lesson 2 cont...– Designing Successful Player Development Programs (Phase 1 & 2) <i>Reading Assignment – Pre-Seminar Manual pages 35 – 50</i>
Mon., Feb 19	Lesson 3 – Implementing Player Development Programs (Phase 3 & 4) <i>Reading Assignment – Pre-Seminar Manual pages 51 – 64</i>
Wed., Feb 21	Lesson 4 – Building a Teaching Business <i>Reading Assignment – Pre-Seminar Manual pages 65 – 97</i> Player Development Program / Final Experience Group Formation
Mon., Feb 26	Player Development/Teaching Business Exam Review
Wed., Feb 28	PGA Player Development/Teaching Business Exam @ Wiggins Memorial Library Time: 11:00am
Mon., Mar. 5	NO CLASS SPRING BREAK
Wed., Mar. 7	NO CLASS SPRING BREAK
Mon., Mar. 12	Final Experience – Planning Session #1 - <i>Pick your Target Market and Strategy / Pick Team Leader and Presentation Leader</i> - <i>Proposed Plan to Address and Implement the Strategy</i>
Wed., Mar. 14	Final Experience – Planning Session #2 - <i>How to Implement at the Local Level for a specific facility type</i> - <i>Explain how it would improve the golf business</i>
Mon., Mar. 19	Final Experience – Planning Session #3 - <i>Refine presentation – Assign tasks to each team member for presentation</i> - <i>Team Planning Sheet is Due</i>
Wed., Mar. 21	Final Experience Group Presentations (Group 1 & Group 2)
Mon., Mar. 26	Final Experience Group Presentations (Group 3 & Group 4)
Wed., Mar. 28	Final Experience Group Presentations (Group 5 & Group 6)
Mon., Apr. 2	Final Experience Group Presentations (Group 7 & Group 8)
Wed., Apr. 4	Developing and Building a Teaching Business Plan Team Project Planning Sessions
Mon., Apr. 9	Developing and Building a Teaching Business Plan Team Project Planning Sessions
Wed., Apr. 11	Teaching Business/Marketing and Promotion Presentation (Groups 1,2,3)
Mon., Apr. 16	Teaching Business Plan Presentations (Groups 4, 5, 6)
Wed., Apr. 18	Teaching Business Plan Presentations (Groups 4, 5, 6)

PGM 390 – Golf Internship 3
Summer/Fall of Junior Year
School of Business

Instructor: Mr. Kevin Nagy, PGA Professional
Office: Lundy-Fetterman School of Business, Room 229
Office Hours: M-Th 9:00 – 11:30 AM
Office Phone: (910) 893-1396 or Campus ext. 1396
E-mail: nagy@campbell.edu

Course Description: A seven-month internship designed to blend classroom education with practical application in the golf industry. Students are responsible for completing experiential course work mutually agreed upon between the supervising professional and PGM faculty. Written assignments are due periodically over the internship. At the end of the internship, the supervising professional and PGM faculty will complete an evaluation of the student.
Prerequisites: PGM 230, 240, 250, and 265.

****This course supports the University mission by equipping students with the vocational skills and professional integrity required to serve the regional, national, and international communities.**

Course Learning Objectives:

1. The student will be able to gain experience in the practical application of:
Turfgrass Management
Golf Operations

Students will be able to demonstrate this on their work experience assignments.

2. The student will be able to gain hands-on experience in the golf industry.

Students will be evaluated by their supervising professional.

3. The student will have the opportunity to complete the final portion of their Level 2 Work Experience. Included in this objective is the ability to demonstrate written skills, oral skills, and problem solving.

Students will be evaluated by the Internship Coordinator.

Grade Scale: A = 100-90, B = 89-80, C = 79-70, D = 69-60, F = 59 & lower

Grade: Your grade for this class will be determined as follows:

Supervisor Evaluation	50%
Golf Operations Work Experience (120 pts)	25%
Turfgrass Management Work Experience (150 pts)	<u>25%</u>
	100%

To be completed while on PGM-390 Internship:

Assignments will be uploaded to the PGA Golf Management portal through your PGA.org account. If any corrections are needed, the professor will note this and you will receive a response. Grades will be determined based on your FIRST submission. Any returned activities must be approved BEFORE the due date to obtain credit. Failure to obtain approval by the given date will result in a zero for that assignment.

Helpful Hint: Do not submit assignments on the due date and expect them to be approved. Give yourself *at least* a week for review and any revisions that are necessary. The earlier activities are submitted, the better chance they have of being approved on time.

GOLF OPERATIONS

Activity 2: Defining and Aligning the Golf Operation with the Business Plan

Activity 3: Assessing a Promotional Strategy at Your Facility

Activity 4: Coordination and Collaboration at Your Facility

Activity 5: Evaluating Operational Practices Linked to Pace-of-Play

The Golf Operations activities listed above are due by 5:00 pm on August 31.

TURFGRASS MANAGEMENT

Activity 2: Interview the Course Superintendent

Activity 3: Communications and Course Conditions

Activity 4: Scheduled Maintenance at Your Facility

Activity 5: Sustainable Practices at Your Facility

Activity 6: Functional Course Design

The Turfgrass Management activities listed above are due by 5:00 pm on October 31.

WORK EXPERIENCE RUBRIC

CRITERIA	DEFINITIONS	MISSING	PARTIALLY COMPLETE	COMPLETE	EXCEPTIONAL
Application of Knowledge in Work Experience (10 Points)	Evidence of applying the knowledge presented in the course is shown in work experience answers	0 - Student showed no evidence of the knowledge presented in the course materials	5 - Student shows limited evidence of understanding the concepts and materials presented in the course	8 - Student shows an understanding of the concepts and materials presented in the course	10 - Student shows an exceptional understanding of course materials and concepts in work experience
Content (10 Points)	Answers are thorough and provide adequate detail covering all aspects of the question	0 - Student failed to provide answers to all questions	5 - Answers are very short and lack details; parts of the question are not answered	8 - Answers address all aspects of the questions, but some vital details seem to be missing	10 - Answers are extremely detailed and thoroughly cover all aspects of the question
Grammar, Spelling, and Punctuation (5 Points)	Answers use conventional standards for spelling, grammar, and punctuation	0 - Student failed to use proper spelling, grammar, and punctuation in their answers	3 - Most of the work uses proper spelling, grammar, and punctuation, but errors still exist	5 - Student uses proper spelling, grammar, and punctuation in the entire submission	N/A
Punctual Assignment Submission (5 Points)	Assignment was submitted in a timely manner according to the due date	0 - Student failed to submit the assignment by the deadline, or the submission was not complete	3 - Assignment was turned in late, but was complete	5 - Assignment was turned in prior to the deadline	N/A

PGM 450 – GOLF FACILITY CASES & PROBLEMS (2 s.h.)

Monday – Wednesday 10:00 – 10:50

School of Business – Room 121

Fall 2018

Instructor: Kenneth Jones
Office: Lundy-Fetterman Building, Room 238
Office Hours: Tuesday, Wednesday, Thursday 11:00 – 12:30, Friday 9:00 – 11:00
Office Phone: (910) 893-1395 / Campus ext. 1395
E-mail: jonesk@campbell.edu

Course Description: This comprehensive course examines case studies and problems presenting a challenge to the effective and efficient management of golf facilities. Students will be asked to develop and present their solutions using all functional areas, and golf industry knowledge acquired through coursework and practical experience. Prerequisites: PGM 330, 340, 350, 360, 390.

** This course supports the University mission by equipping students with the vocational skills and professional integrity required to serve the regional, national, and international communities.

Learning Outcomes: After completing Golf Facility Cases & Problems, students will be able to:

- ✓ Describe, discuss and analyze management issues, problems and solutions through clear and concise oral and written communication techniques.
- ✓ Analyze and develop a comprehensive plan for a marketing a golf facility in the market it serves.
- ✓ Identify the basic operational characteristics that lead to effective and efficient management of a golf facility.
- ✓ Apply a variety of managerial techniques and concepts to solve realistic organizational problems.

Relevant Links & Apps:

PGA website	www.pga.com	PGA Website	www.pga.org
Local Weather	www.wral.com/weather	Golf Business	www.ngcoa.org/
Weather App	darksky.net		

Distance Learning: Some assignments will be submitted online using the Blackboard.com platform. You may also find lecture outlines, power points, forum discussions, and other course materials on the Blackboard site. Case study assignments will be turned in under the Assignments tab in Blackboard.

Blackboard Enrollment:

1. Students pre-registered in the class have already been enrolled in the course over Campbell's Blackboard site. Students adding the class after the normal registration period may have to enroll in Blackboard through the instructor.
2. If you don't see the PGM 450 - Golf Facility Cases & Problems course on your Blackboard homepage, then send your instructor an Email with the Subject Line – Blackboard Enrollment Needed. Please include your First Name, Middle Initial, Last Name, and Student ID# in the body of the email.

Course Login:

1. To login to the course you must first open your web browser and go to the following site: <http://www.blackboard.campbell.edu/>. If you own your own computer, I assume you will make this site one of your **Favorites** for easier access in the future.

2. Click on **Login**, enter your Username and Password, and then click **Login** again. Your HomePage will appear on your screen. Click on **Golf Facility Cases and Problems** and you will enter the course.

Modification or Accommodations: Students with documented disabilities who desire modifications or accommodations must contact the Office of Disability Services located in the University's Student Services Building (between Carter Gym and the Wallace Student Center). No accommodations will be made without approval through this office. A medical, psychological or other diagnosis may rise to the level of a disability if it substantially limits one or more major life functions, one of which is learning. A disability may be temporary or ongoing. Please contact Disability Services for more information if you believe you may need services.

For disability services, contact:

Laura Rich, Director, Disability Services
Student Services Bldg.
910-814-4364, or richl@campbell.edu

Academic Support: To aid in student success, Campbell University also aims to provide exceptional academic student support. Academic Support Services offers tutoring, supplemental instruction, coaching and other academic support programs and services to all students. Students are able to request these services through the Student Success website, Starfish or receive a referral from faculty.

For academic support please contact:

Dr. Bernice Alston, Director, Academic Support Services
Student Services Bldg., Rm. 113
910-814-4358 or balston@campbell.edu
Shirley Parker, Assistant Director, Academic Support Services Student Services Bldg., Rm. 114
910-814-4363 or sparker@campbell.edu

Counseling Services: All main campus undergraduate students can receive free confidential counseling through Counseling Services. To make an appointment, visit the office located at 233 Leslie Campbell Avenue (brick house beside Memorial Baptist Church and across from Bob Barker Hall) or call 910-814-5709.

Student Help: If you encounter a problem with the technology with which the class is delivered you can find assistance with the following links and contact information:

Blackboard – The Blackboard Menu button **HELP** (bottom left on all pages of course) takes you to a searchable database of common student problems and solutions.

Campbell University Student Help Desk (*for Computer / Network Problems*) – Email the Help Desk at helpdesk@campbell.edu or call ext. 1208 on campus or (910) 893-1208 or toll free (800) 334-4111, ext. 1208.

Professionalism: Professionalism implies a respect and courtesy for others in our educational setting. We expect our students to maintain the highest standards of professionalism in the classroom, in the university community, and in related public settings. All that you do and say, and the way you present yourself visually either elevates or diminishes your professional image in the eyes of others. In addition, what each of us does affects the way all of us are viewed. It is up to you to demonstrate respect and contribute to a School of Business experience that is positive and productive for all. Some expectations for creating a positive and professional learning environment are:

- Remember to turn off your cell phone as you enter the classroom (do not make or receive phone calls while in class, and please, no personal text messaging!).

- Computer usage is encouraged during class lectures for effective note taking, but inappropriate computer use is very disruptive to the classroom environment. Disruptive behavior includes, but is not limited to the following: browsing the internet, viewing videos, use of social networking sites such as FaceBook or Twitter, use of email, instant messaging, and watching movies. Smart phones, PDAs, and iPod use are prohibited during class sessions. Please turn off these devices prior to the start of lectures.
- Side conversations while faculty members are teaching distract those around you and infringe on their learning. Help each other by ensuring that private conversations are held only outside of class.
- Respect those who are teaching, whether your professors or classmates giving presentations. Give them your full attention. Keep newspapers and other non-related reading materials out of class. Learning is as much what you put into it as what someone else teaches you.
- Your attire and appearance speaks volumes about your level of professionalism as a student preparing for a future in the business world. Your attire should not be a distraction to instructors or students.

I make the initial assumption that each student will act professionally in class, therefore, each student starts with a grade of 100 points. Each time the student fails to act in a professional manner, at least one point will be deducted from his/her Professionalism Grade. Listed below are many examples of student actions, which will result in having points deducted from your professionalism grade. Note that this list is not comprehensive. Other actions may result in deductions, at my discretion.

<u>Student Action</u>	<u>Deduction</u>
Two or more Unexcused Absences from class	20
Missing the maximum allowed absences (4) for the class	30
Missing more than the maximum allowed absences (5 or more)	50
Failure to attend scheduled volunteer work assignment	20
Failure to take the International Baccalaureate Assessment	75
Failure to adequately respond / engage in class discussion	10
Sleeping in class	10
Coming to class without course materials (text, pens, pencils)	20
Disruptive behavior / conversations in class	20
Social networking / surfing the Internet in class / texting	10
Wearing improper attire to class (e.g. pajama pants are not allowed)	10
Wearing hats / sunglasses in the classroom	10
Eating food or chewing tobacco in the classroom	10

In-Class Case Study Discussions: In-Class Case Studies are a major component of the class and students will earn grades based on quantity and quality of their responses. Case study responses will be recorded and tallied at the end of class and students will earn grades based on the rubric found below.

CRITERIA	MISSING IN ACTION	AVERAGE RESPONDER	ABOVE AVERAGE	SUPERSTAR RESPONSES
Responses to case discussion	0 – 59 Points – Student rarely engages in case discussion (total responses between 0 – 10 are typical of this group)	60 – 79 Points – Student sporadically engages in case discussion and occasionally has good suggestions (responses average between 15 – 20)	80 – 89 Points – Student is engaged in most case discussions and usually has good responses (responses average between 25 – 30 for this group)	90 – 100 Points – Student is engaged in every case discussion and shows critical thinking in their responses (responses average 35 or more for this group)

Group Projects: Students will complete two group projects over the semester that will cover operations and marketing of the Keith Hills GC facility. Teams of 4 students will first develop and use a managerial tool to evaluate the operation and to make suggestions for improvement. Next, students will create a new USP and build a campaign for calendar year 2018 in order to market the Keith Hills GC to a variety of customers through various forms of media. Grading rubrics will be distributed for each project in class as well as being posted on

Blackboard. Students should seek to complete the characteristics found under the **Excellent** column in order to earn maximum points on the assignments. Students will have the chance to evaluate the work of their peers as part of the grades for each group project.

Grade Scale: A = 100 – 93, B = 92 – 85, C = 84 – 70, D = 69 – 60, F = 59 and below

Grade: Your grade for this class will be determined as follows:

In-Class Case Study Analysis & Participation (100)	30%	_____ X .30 = _____
Group Project – Facility Operations Checklist (100)	10%	_____ X .10 = _____
Group Project – Marketing Plan (100)	20%	_____ X .20 = _____
Assignments (300)	20%	_____ X .20 = _____
Business School Assessment Exam (100)	5%	_____ X .05 = _____
PGM 2.0 Comprehensive Final Exam (100)	10%	_____ X .10 = _____
Professionalism (100)	5%	_____ X .05 = _____

TOTAL =====

Class Schedule – Fall 2018

Wed., Aug. 22	Course Introduction / Syllabus Review / Textbook In-Class Case Study – McClendon Creek GC / Hunt Valley GC
Mon., Aug. 27	In-Class Case Studies – IBM Country Club / Ocean Breeze Resort / Seaside Hills GC
Wed., Aug. 29	In-Class Case Studies – New River Club / Vineyards GC / Long Pines GC
Mon., Sept. 3	LABOR DAY – NO CLASSES SCHEDULED
Wed., Sept. 5	In-Class Case Studies – Antelope Club / Timbers Edge CC / Franklin Post Club
Mon., Sept. 10	In-Class Case Studies – Buffalo Grass National GC / Otter Rock Resort / CC of Boston
Wed., Sept. 12	In-Class Case Studies – New Chapel GC / Seneca Falls CC / Meadow View GC
Mon., Sept. 17	<u>PAT Administrator</u> – Keith Hills GC Playing Ability Test (NO CLASS MEETING) <u>ONLINE ASSIGNMENT</u> – Create Your Own Case Study (See Blackboard Link) Due Date – Wed., Sept. 19 at 10:00 am
Wed., Sept. 19	In-Class Case Studies – Greystone CC / Alligator Point GC / Evergreen CC
Mon., Sept. 24	In-Class Case Studies – Mountain Lodge GC / Cumberland Valley GC / Whisper Rock GC
Wed., Sept. 26	Group Project – Facility Operations Checklist (Explanation) In-Class Case Studies – Hidden Forest GC / Winston CC / The River Club Rolling Hills Resort / Cape Dunes GC

Mon., Oct. 1	Group Presentation – Facility Operations Checklist
Wed., Oct. 3	Group Presentation – Facility Operations Checklist
Oct. 8 - 22	Create Your Own Case Study – Individual Presentation
Wed., Oct. 24	USP – Unique Selling Proposition Group Project Explanation – Keith Hills GC - Marketing Plan Golf Course Websites / Social Media and Marketing the Golf Facility
Mon., Oct. 29	Create Your Own Case Study – FINAL DRAFT DUE (Blackboard Link - 10:00 am)
Wed., Oct. 31	Group Project – Group Meetings / Planning Session <u>ASSIGNMENT</u> – Blue Thistle Country Club – Case Analysis (1-Page Paper) Due Date – Monday, Nov. 5 at 10:00 a.m.
Mon., Nov. 5	NO CLASS – PGA GOLF MANAGEMENT VISITATION DAY Blue Thistle CC – Case Analysis Due Date (10:00 am)
Wed., Nov. 7	Blue Thistle Country Club – In-Class Case Discussion
Mon., Nov. 12	Tentatively Scheduled... BUSINESS SCHOOL - NATIONAL ASSESSMENT EXAM (2 Hours) (Exam administered in Computer Lab from 3:30 – 5:30 pm)
Wed., Nov. 14	Group Project – Group Meetings / Planning Session
Mon., Nov. 19	Group Project – Group Meetings / Planning Session
Wed., Nov. 21	NO CLASS SCHEDULED – THANKSGIVING BREAK
Mon., Nov. 26	Group Presentations – Keith Hills GC - Marketing Plan
Wed., Nov. 28	Group Presentations – Keith Hills GC - Marketing Plan
Mon., Dec. 3	<u>ONLINE ASSIGNMENT</u> – The Boulders - Case Analysis (Blackboard Assignment Link) Due Date – Wed., Nov. 28 at 10:00 am
Tues., Dec. 4	The Boulders - Case Analysis (Case will be discussed in class today!)
Wed., Dec. 5	Reading Day
Sat., Dec. 8	PGM 2.0 Comprehensive Final Exam (12:00 – 2:50)

Campbell University
Lundy-Fetterman School of Business
PGM 490 – Operations Practicum
Fall 2018

Instructor: Mrs. Martha Sutton
Office: Keith Hills GC
Office Hours: Wednesday & Friday 1:00 – 2:30
Office Phone: (910) 814-5797
Email: shooter@campbell.edu

Course Description: Students gain practical skills and experience at the university-owned golf facility. Students will apply a best practices philosophy while experiencing managerial responsibilities in all facets of the operation. PGA Golf Management faculty provides daily supervision and evaluation of the students.

****This course supports the University mission by equipping students with the vocational skills and professional integrity required to serve the regional, national, and international communities.**

Non-Discrimination Policy

Campbell University is committed to equality of educational opportunity. Campbell University does not permit discrimination or harassment in our programs and activities on the basis of race, color, sex, sexual orientation, gender identity, age, ethnicity or national origin, religion, disability, genetic information, protected veteran status and any other characteristic protected by law, except where appropriate and authorized by law.

Learning Outcomes: After completing the Operations Practicum course, students will be able to:

1. Demonstrate a thorough understanding of the Keith Hills GC operations manual
2. Enhance customer service skills and display proficiency while interacting with facility patrons
3. Describe, evaluate, and utilize the basic operational characteristics that lead to effective and efficient management of a golf facility
4. Identify, discuss, and implement contemporary marketing methods and evaluate their impact on facility revenues

Required Text: No text is required for class.

Student Support / Career Development Services: Students with documented disabilities who desire modifications or accommodations should contact the office of Student Support Services located in the Library Annex (between Carter Gym and Wallace Student Center. For disability and tutoring services, please contact Laura Rich – Director of Student Support Services. She can be reached at (910) 814-4364 or richl@campbell.edu.

Course Enrollment:

1. Students pre-registered in the class have been enrolled in the course over Campbell's Blackboard site. Students adding the class late may have to enroll in Blackboard through the instructor.
2. If you don't see the **PGM 490 – Operations Practicum** course on your Blackboard homepage, then send your instructor an Email with the Subject Line – Blackboard Enrollment Needed. Please include your First Name, Middle Initial, Last Name, and Student ID# in the body of the email.

Course Login:

1. To login to the course you must first open your web browser and go to the following site:
<http://www.blackboard.campbell.edu/>. Make the site a Favorite or Bookmark on your browser.
2. Click on **Login**, enter your Username and Password, and then click **Login** again. Your HomePage will appear on your screen. Click on **PGM 490 – Operations Practicum** and you will enter the course.

Grade Scale: A = 100 – 93, B = 92 – 85, C = 84 – 70, D = 69 – 60, F = 59 and below

Grade: Your grade for this class will be determined as follows:

Mid-Term Keith Hills Evaluation-Recommendations (100 pts)	25%	_____	X .25	=	_____
Keith Hills Recommendations/Results Report (100 pts)	25%	_____	X .25	=	_____
Final Performance Evaluation (100 pts)	25%	_____	X .25	=	_____
Professionalism (100 pts)	25%	_____	X .25	=	_____
TOTAL POINTS				=====	

Student Integrity: All students are subject to the academic integrity and behavioral expectations of the University. Disruptive behavior of any kind will not be tolerated and will negatively impact your final grade. Cell phones, PDAs, and iPods used for personal purposes are prohibited while at the golf facility. Improper use of the facility's computers will also not be tolerated. Disruptive behavior includes, but is not limited to the following: browsing the internet, viewing videos, use of MySpace and FaceBook, use of email, instant messaging, and watching movies. A three-strikes policy will be in effect during the semester. After the third strike, the instructor will subtract up to **10 points** off your final average.

Report on Areas of Improvement: The class will be divided into 4 groups to train, monitor and provide recommendations of four areas at Keith Hills Golf Club. The areas are: Teaching/Members Clinic, Increase CU Student Participation at Keith Hills, Merchandising/Advertising/Social Media at Keith Hills, and Faculty/Staff Participation at Keith Hills. Your group will provide a Recommendation Report, Put into Action and Monitor Recommendations, and Provide a Report of an Overview of Recommendations, Plan of Action and Results.

Attendance / Punctuality: Students are expected to be present during regularly scheduled events. Arriving at the facility 15-minutes prior to the start of all scheduled events is expected. Students are to alert the staff at Keith Hills GC in case they are not able to attend event as scheduled.

Professionalism: Professionalism implies a respect and courtesy for others in our educational setting. We expect our students to maintain the highest standards of professionalism in the classroom, in the university community, and in related public settings. All that you do and say, and the way you present yourself visually either elevates or diminishes your professional image in the eyes of others. In addition, what each of us does affects the way all of us are viewed. It is up to you to demonstrate respect and contribute to a School of Business experience that is positive and productive for all. Some expectations for creating a positive and professional learning environment are:

- Remember to turn off your cell phone as you start your shift at Keith Hills GC (do not make or receive phone calls while at work, and please, no personal text messaging!).
- Respect the faculty and staff at Keith Hills GC who are teaching, whether your professors, or classmates giving work assignments or performance feedback. Give them your full attention. Learning is as much what you put into it as what someone else teaches you.
- Your attire and appearance speaks volumes about your level of professionalism as a student preparing for a future in the business world. Your attire should not be a distraction to instructors or students.

I make the initial assumption that each student will act professionally during their work shifts at Keith Hills, therefore, each student starts with a grade of 100 points. Each time the student fails to act in a professional manner, at least one point will be deducted from his/her Professionalism Grade. Listed below are many examples of student actions, which will result in having points deducted from your professionalism grade. Note that this list is not comprehensive. Other actions may result in deductions, at my discretion.

<u>Student Action</u>	<u>Deduction</u>
One Unexcused Absences from scheduled work shifts	15
Two Unexcused Absences from scheduled work shifts	30
Three or more unexcused Absences from scheduled work shifts	60
Consistently arrive late for work shift	15
Failure to complete assignments on time	5
Consistently poor attitude during work	10
Failure to follow directions for work	10
Actions that result in damage to University equipment	20
Actions that may result in harm to employees and patrons	20
Customer interactions resulting in negative feedback	15
Social networking / surfing the Internet for non-work purposes / texting	5
Wearing improper attire to work (ex. pajama pants / flip flops)	5
Not wearing a nametag	5
Poor general appearance	10
Tobacco use during a work shift	5

Professional Appearance: Students will be issued Keith Hills GC staff shirts that are to be worn while on duty. Appropriate slacks or shorts in the khaki / stone / tan color family must be worn. A university-issued name tag must be on display on the upper left chest region on the outer-most garment. It is expected that garments will be properly laundered prior to work shifts. Appropriate footwear include sneakers, spike-less golf shoes, or dress shoes. Footwear is expected to be in clean condition and in good shape (i.e. free of holes, scuffs, scratches). Appropriate grooming habits are expected of all students working at the facility. Men are expected to be clean-shaven for every work shift. Hair is to be clean and neat in appearance.

Work Incentive: Students registered for PGM 490 can play one round of golf per week with a FREE golf car rental. Please alert the shop staff prior to teeing off for your round.

Breaks / Holidays / Weekends: Students in PGM 490 will only be required to work one Saturday shift and one Sunday shift during the semester. Regular weekend shifts will not be expected of any student in PGM 490. However, if a student's weekday academic schedule prevents them from working, then weekend shifts may have to take place for that student. Also, students will not be expected to work on days that the University calendar note for holiday or break periods.

The following breaks and holidays are noted on the Calendar for Fall 2015 semester:

Friday, October 16-18 – Fall Break

Thursday, November 26-27 – Thanksgiving

Class Schedule – Fall 2018

Monday, September 2	Meeting to divide into Keith Hills Project Groups
Monday, Sept. 10 -Sat., Oct. 15	Keith Hills Rough Drafts for Group Projects Due
Tuesday, Sept. 18 – Wed., Nov. 21	Keith Hills Final Drafts for Group Projects Due
Wednesday, Nov. 21	Report of Keith Hills Recommendations/Results

