

1. BASIC INFORMATION

Course	Golf Course Management
Degree program	Bachelor's Degree in Sport Management
School	Medicine, Health and Sports
Year	3rd
ECTS	6
Credit type	Obligatory
Language(s)	Spanish and English
Delivery mode	Face to face
Semester	S6
Academic year	2025-2026
Coordinating professor	Ricardo Macías Plá

2. PRESENTATION

Golf Course Management is a third-year subject area on the Bachelor's Degree in Sport Management, and it is taught in the sixth semester of the degree. It is worth 6 ECTS, and it is a compulsory subject on the degree programme.

Considering the intended learning outcomes, the aim of this subject area is to show students the management, viability and business centres offered by golf as a specific type of development with links to sport, tourism and leisure. The subject area also helps students to build the theoretical knowledge and practical skills needed to pursue a career in the planning and management of this type of sports facility.

The subject area is structured in chronological order, allowing students to gradually build the knowledge needed to manage this type of sports facility. The Golf Course Management syllabus clearly defines the general and specific skills needed to develop the different levels of learning in this subject.

The subject area is taught in Spanish and English, given UEM's strong international nature, providing students with the right tools to achieve a level of knowledge that will allow them to work professionally in international settings.

The ECTS for this subject area include lectures, tutorials, independent working, individual and/or group work, simulation exercises/role play, problem-solving, practical exercises, case studies and visits to external facilities.

This all allows future graduates to build the theoretical knowledge and practical skills needed to pursue a career in golf course planning and management.

3. LEARNING OUTCOMES

Knowledge

KN02. Describes the design of an entrepreneurship and business development process, from its conceptualization to its implementation and evaluation, taking into account the individual and contextual characteristics of the company, as well as the historical, technical and ethical principles.

KN05. Identifies aspects and characteristics specific to different sports disciplines that serve as the organizational and governance basis for various sports bodies.

KN06. Describes the construction and operation processes of different sports facilities.

CON08. Identifies the appropriate sports materials and equipment for each type of activity, recognizing the technical characteristics of different sports spaces.

KN09. Identifies and knows innovation opportunities as a means of company growth, as well as any other business opportunity in national and international contexts.

Competences

CP4. Plan processes for entrepreneurship, innovation, and the growth of sports companies.

CP7. Fluently develop procedures and protocols for solving sports management problems, including methods, procedures, activities, resources, techniques and processes for different population segments.

CP14. Know and use management tools used in entities that provide physical activity services.

4. CONTENT

The subject is organised into nine learning units, which, in turn, are divided into topics:

Learning unit 1: Introduction to different types of golf courses

Topic 1. Introduction to different types of golf courses. Concepts. Introduction. The golf hole. Different spaces for playing golf. Different types of golf courses. Spaces within a golf course.

Learning unit 2: Golf course selection and location.

Topic 2. Golf course selection and location. Introduction. Benefits and determining factors of different sites. Choosing locations. Evaluating locations. Drawing up an action plan based on the chosen location. Golf laws related to location.

Learning unit 3: Viability studies.

Topic 3. Viability studies. Concept. Market analysis. Golf tourism. Supply and demand analysis. Project description. Definition of a project's philosophy and customer base. Market positioning.

Learning unit 4: Golf course facilities.

Topic 4. Golf course facilities. Conceptualisation of the facility. Game facilities. Maintenance facilities. Customer-service facilities.

Learning unit 5: The income statement.

Topic 5. A golf course's income statement. Concept. Variable elements on the income statement. Maximum course capacity. Different income centres. Expenses on the income statement. Summary and assessment of profit and loss.

Learning unit 6: Golf course design and construction.

Topic 6. Golf course design and construction. Parties involved in golf projects. Design and construction guidelines. Phases in the construction of a golf facility.

Learning unit 7: Golf course maintenance.

Topic 7. Golf course maintenance. Parties involved in golf course maintenance. Machinery and equipment. Key guidelines for golf course maintenance.

Learning unit 8: Operational management of golf courses.

Topic 8. Operational management of golf courses. Concepts. Historical evolution of management. Management teams. Traditional management vs new management trends. R&D in golf course management. Current trends in the management of golf facilities. Key guidelines for golf course management.

5. TEACHING-LEARNING METHODOLOGIES

The types of teaching-learning methodologies used are indicated below:

- Lecture/webconference
- Case method
- Dialogic learning
- Problem-based learning (PBL)
- Simulation environments

6. LEARNING ACTIVITIES

Listed below are the types of learning activities and the number of hours the student will spend on each one:

Campus-based mode:

Learning activity	Number of hours
Lectures	21
Reading content topics	12
Problem solving and practical exercises	15
Case analysis	25
External visits	6
Tutorials	4
Independent work	30
Simulation exercises/Role playing	10
In-person knowledge tests	2
Individual or group work	25
TOTAL	150

Online mode:

Learning activity	Number of hours
Synchronous virtual classes	21
Reading content topics	12
Problem solving	15
Case analysis	25
Virtual forums	6
Virtual tutoring	4
Independent work	30
Simulation exercises/Role playing	10
Virtual evaluation tests	2
Individual or group work	25
TOTAL	150

7. ASSESSMENT

Listed below are the assessment systems used and the weight each one carries towards the final course grade:

Campus-based mode:

Assessment system	Weight
Knowledge tests	10-25%
Preparation of reports and writings	30-40%
Case analysis	20%
Problem solving and practical exercises	20-25%

Online mode:

Assessment system	Weight
Virtual knowledge tests	60%
Preparation of reports and writings	15-25%
Problem solving and practical exercises	5-15%
Case analysis	5-15%

When you access the course on the *Campus Virtual*, you'll find a description of the assessment activities you have to complete, as well as the delivery deadline and assessment procedure for each one.

7.1. First exam period

To pass the course in the first exam period, you must obtain a final course grade of at least 5 out of 10 (weighted average).

In any case, you will need to obtain a grade of at 4.0 in the final exam in order for it to count towards the final grade along with all the grades corresponding to the other activities.

7.2. Second exam period

To pass the course in the second exam period, you must obtain a final grade of at least 5 out of 10 (weighted average).

In any case, you will need to obtain a grade of at 4.0 in the final exam in order for it to count towards the final grade along with all the grades corresponding to the other activities.

The student must deliver the activities not successfully completed in the first exam period after having received the corresponding corrections from the professor, or those that were not delivered in the first place.

8. SCHEDULE

This table shows the delivery deadline for each assessable activity in the course:

Assessable activities	Deadline
Activity 1. Portfolio. Identification of different types of golf courses based on size, ownership and setting.	Week 1
Activity 2. Analysis of spaces for developing a golf course project.	Weeks 2 and 3
Activity 3. Collaborative learning about the different golf markets: global, continental and local.	Weeks 4 and 5
Activity 4. Portfolio. Identification of the most suitable facilities for the golf course project.	Weeks 6 and 7
Activity 5. Simulation environments. Calculating the golf course's income statement based on simulated variables.	Weeks 8 to 10
Activity 6. Problem-based learning. Resolving all the problems attached to the design of a golf course.	Week 11

Activity 7. Portfolio. Indicating basic maintenance guidelines for the golf course project.	Week 12
Activity 8. Simulation environments. Establishing the operational management principles to be applied in the golf course project.	Week 13
Activity 9. Knowledge and skills tests	Week 14
Activity 10. Simulation. CBL case (challenge-based learning)	Weeks 3 to 12

This schedule may be subject to changes for logistical reasons relating to the activities. The student will be notified of any change as and when appropriate.

9. BIBLIOGRAPHY

The recommended Bibliography is:

- Cohodas, H. A., & Callahan, J. P. (2001). Method and system of providing information on golf courses for players and for course design and modification: Google Patents.
- Davis, N. M., & Lydy, M. J. (2002). Evaluating best management practices at an urban golf course. *Environmental toxicology and chemistry*, 21(5), 1076-1084.
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- Pradas-García, M., & García-Tascon, M. (2017). What is the role of the greenkeeper on a golf course? *PODIUM: Sport, Leisure and Tourism Review*, 6(3), 72-82.
- Witteveen, G., & Bavier, M. (2012). *Practical golf course maintenance: the magic of greenkeeping*: John Wiley & Sons.

10. EDUCATIONAL GUIDANCE AND DIVERSITY UNIT

From the Educational Guidance and Diversity Unit we offer support to our students throughout their university life to help them reach their academic achievements. Other main actions are the students inclusions with specific educational needs, universal accessibility on the different campuses of the university and equal opportunities.

From this unit we offer to our students:

1. Accompaniment and follow-up by means of counselling and personalized plans for students who need to improve their academic performance.
2. In terms of attention to diversity, non-significant curricular adjustments are made in terms of methodology and assessment for those students with specific educational needs, pursuing an equal opportunities for all students.
3. We offer students different extracurricular resources to develop different competences that will encourage their personal and professional development.
4. Vocational guidance through the provision of tools and counselling to students with vocational doubts or who believe they have made a mistake in their choice of degree.

Students in need of educational support can write to us at:

orientacioneducativa@universidadeuropea.es

11. ONLINE SURVEYS

Your opinion matters!

The Universidad Europea encourages you to participate in several surveys which help identify the strengths and areas we need to improve regarding professors, degree programs and the teaching-learning process.

The surveys will be made available in the “surveys” section in virtual campus or via e-mail.

Your assessment is necessary for us to improve.

Thank you very much for your participation.