



## **Golf Athlete Development Program**

*Document Revision Date: October 11th, 2017*

## **Program Purpose**

### **Program Length**

One and a half years, comprised of three semesters.

Semesters 1 and 2: May to September

Semesters 3 and 4: November to March

Semesters 5 and 6: May to September

### **Program Description**

This combined skills program is to prepare international students to be a golf athlete. Focused English language training will prepare the student to communicate and write effectively. This program is broken into six semesters, with each semester consisting of approximately 260 hours of instruction over a period of 9 weeks.

Semesters 1 and 2 focus on golf skills, athletic development, and English language acquisition.

Semesters 3 and 4 focus on the fundamentals of golf and golfing operations, and golf skills development. Semesters 3 and 4 also prepare students to write the 5 CPGA core competency modules, which is required for CPGA designation.

Semesters 5 and 6 focus on golf skills development, athletic development, instructional skills, and advanced concepts within golf operations management. During semesters 5 and 6 students will have the opportunity to complete the Player Ability Test (PAT).

Upon successful completion of the program, students will receive a Golf Athletic Development Certificate.

Student may pursue after completion of this program would be golf instructor, overseas golf guide, as well as a comprehensive golf coordinator that would introduce clients to golf courses, choose the right equipment for that client and help them manage their golf.

### **Program Learning Outcomes**

1. Demonstrate leadership skills in organizing golf-related activities.
2. Promote golf as an athletic pursuit contributing to an active lifestyle.
3. Create personal training plans to promote health and fitness as a golf athlete.
4. Develop skills pertaining to operational management of a golf course.
5. Develop golf skills in order to lower their handicap.
6. Develop skills required for golf instruction.
7. Select and maintain equipment.
8. Adhere to ethical and professional conduct standards.
9. Display written, reading, speaking, and listening English communication skills.

## Course Overview

### Golf Athlete Development Year 1 Courses

|                                 | Course Number | Course Name                            | Hours  |     |                 |            |
|---------------------------------|---------------|--|--------|-----|-----------------|------------|
|                                 |               |  | Theory |     | Work Experience | Total      |
|                                 |               |  | Course | ESL |                 |            |
| <b>Semester 1</b><br>May - July | CORE110       | English as a Second Language (ESL)     | 60     | -   | -               | <b>60</b>  |
|                                 | CORE111       | Foundations of Health and Fitness      | 20     | 10  | -               | <b>30</b>  |
|                                 | CORE112       | Introduction to Biomechanics           | 20     | 10  | -               | <b>30</b>  |
|                                 | CORE113       | Foundations of Sports Leadership       | 20     | 25  | -               | <b>45</b>  |
|                                 | GADP118       | Golf Skills Development - Outdoor      | 95     | -   | -               | <b>95</b>  |
| <i>Total Semester Hours</i>     |               |  |        |     |                 | <b>260</b> |
| <b>Semester 2</b><br>Aug - Sept | CORE120       | English as a Second Language (ESL)     | 75     | -   | -               | <b>75</b>  |
|                                 | CORE121       | Wilderness First Aid                   | 20     | -   | -               | <b>20</b>  |
|                                 | CORE122       | Resistance Training and Program Design | 45     | -   | -               | <b>45</b>  |
|                                 | GADP128       | Golf Skills Development - Outdoor      | 120    | -   | -               | <b>120</b> |
| <i>Total Semester Hours</i>     |               |  |        |     |                 | <b>260</b> |
| <b>Semester 3</b><br>Nov - Jan  | CORE130       | English as a Second Language (ESL)     | 45     | -   | -               | <b>45</b>  |
|                                 | CORE132       | Resistance Training and Program Design | 15     | -   | -               | <b>15</b>  |
|                                 | CORE133       | Media Production                       | 30     | -   | -               | <b>30</b>  |
|                                 | GADP134       | Golf Fundamentals, Level 1             | 60     | -   | -               | <b>60</b>  |
|                                 | GADP135       | Equipment Fitting                      | 10     | -   | -               | <b>10</b>  |
|                                 | GADP138       | Golf Skills Development – Outdoor      | 100    | -   | -               | <b>100</b> |
| <i>Total Semester Hours</i>     |               |  |        |     |                 | <b>260</b> |
| <b>Semester 4</b><br>Feb - Mar  | CORE140       | English as a Second Language (ESL)     | 30     | -   | -               | <b>30</b>  |
|                                 | CORE142       | Resistance Training and Program Design | 15     | -   | -               | <b>15</b>  |
|                                 | GADP144       | Golf Fundamentals, Level 2             | 60     | -   | -               | <b>60</b>  |
|                                 | GADP145       | Golf Skills Development – Indoor       | 50     | -   | -               | <b>50</b>  |
|                                 | GADP148       | Golf Skills Development – Outdoor      | 105    | -   | -               | <b>105</b> |
| <i>Total Semester Hours</i>     |               |  |        |     |                 | <b>260</b> |

**Golf Athlete Development Year 2 Courses**

|                                  | Course Number               | Course Name                       | Hours  |     |                 |            |
|----------------------------------|-----------------------------|-----------------------------------|--------|-----|-----------------|------------|
|                                  |                             |                                   | Theory |     | Work Experience | Total      |
|                                  |                             |                                   | Course | ESL |                 |            |
| <b>Semester 5<br/>May - July</b> | CORE251                     | Applied Health and Fitness        | 20     | 10  | -               | <b>30</b>  |
|                                  | CORE252                     | Applied Sports Biomechanics       | 20     | 10  | -               | <b>30</b>  |
|                                  | GADP254                     | Golf Fundamentals, Level 3        | 30     | -   | -               | <b>30</b>  |
|                                  | GADP258                     | Golf Skills Development - Outdoor | 45     | -   | -               | <b>45</b>  |
|                                  | GADP259                     | Work Experience Practicum         | -      | -   | 125             | <b>125</b> |
| <i>Total Semester Hours</i>      |                             |                                   |        |     |                 | <b>260</b> |
| <b>Semester 6<br/>Aug - Sept</b> | GADP268                     | Golf Skills Development - Outdoor | 45     | -   | -               | <b>45</b>  |
|                                  | GADP269                     | Co-operative Work Experience      | -      | -   | 215             | <b>215</b> |
|                                  | <i>Total Semester Hours</i> |                                   |        |     |                 |            |

## Course Descriptions

### SEMESTER 1

#### **CORE110A – English as a Second Language – 60 Hours**

This course will equip students to speak, listen, read, and write at the Cambridge B1 level. Topics covered will include “House and Habits”, including vocabulary relating to home activities, “Student Days”, including vocabulary relating to classes, studying, and routines, and “Fun Time”, including vocabulary relating to free time and hobbies. Students will also develop the ability to use the present simple, present continuous, past simple and past continuous tenses, time and place prepositions and frequency adverbs, and verbs followed by *to* or *-ing*.

#### Course Learning Requirements

- Demonstrate Cambridge B1 level speaking, listening, writing, and reading skills.
- Identify and appropriately use unit vocabulary relating to the home and hobby activities.
- Recognize and appropriately use countable and uncountable nouns.
- Identify and appropriately use unit verbs such as *take*, *learn*, *have*, and *spend*.
- Apply present simple, present continuous, past simple, and past continuous tenses.
- Apply prepositions of time and place.
- Apply frequency adverbs.
- Identify and appropriately use verbs followed by *to* or *-ing*.

#### **CORE110C – English as a Second Language – 60 Hours**

This course will equip students to speak, listen, read, and write at the Cambridge B2 level. This course will cover unit 1, “A family affair”. Students will learn vocabulary relating to phrasal verbs appropriate for home and family contexts. Students will develop the ability to use the present perfect simple, present perfect continuous tenses, apply phrasal verbs such as *get on with* and *do up* and produce collocations with *make* and *do*.

#### Course Learning Requirements

- Demonstrate Cambridge B2 level speaking, listening, writing, and reading skills.
- Identify and appropriately apply phrasal verbs such as *get on with*, *do up*, *etc.*
- Produce correct collocations with *make* and *do*.
- Apply present perfect simple and present perfect continuous tenses.

#### **CORE110D – English as a Second Language – 60 Hours**

This course will continue to equip students to speak, listen, read and write at the Cambridge B2 level. The course will cover unit 1, “A family affair” and unit 2, “Leisure and pleasure”. In unit 1, students will learn vocabulary relating to phrasal verbs appropriate for home and family contexts. Students will develop the ability to use the present perfect simple, present perfect continuous tenses, apply phrasal verbs such as *get on with* and *do up* and produce collocations with *make* and *do*. In unit 2, students will learn vocabulary related to phrasal verbs appropriate for hobbies and free time contexts. Students will be able to make comparisons, appropriately use *-ed* or *-ing* adjective endings and use phrasal verbs and expressions: *take up*, *sum up*, *etc.*

#### Course Learning Requirements

- Demonstrate Cambridge B2 level speaking, listening, writing, and reading skills.
- Identify and appropriately apply phrasal verbs such as *get on with*, *do up*, *etc.*
- Produce correct collocations with *make* and *do*.
- Apply present perfect simple and present perfect continuous tenses.
- Identify and appropriately apply phrasal verbs such as *take up*, and *sum up*, *etc.*
- Write compound and complex sentences.
- Make comparisons and use adjectives with *-ed* or *-ing*.

### **CORE111 – Foundations of Health and Fitness – 30 Hours**

This is a combined skills course including such topics as anatomy, risk management, health programming and nutrition. Participants will learn how to make sound health and fitness life choices through the development of nutrition plans and personal fitness and training plans. This will include fitness self-assessment that can be used for future re-assessment and goal-setting. This course also provides students with basic sports injury prevention skills. ESL support in written, verbal, and comprehension skills will be provided throughout the course in report writing and presentations.

#### Course Learning Requirements

- Identify the basic anatomical structure of the human body.
- Explain concepts of athletic ability.
- Describe sports-injury prevention strategies.
- Identify the potential hazards associated with high-risk sports.
- Identify the key components of nutrition.
- Develop written, reading, listening, and verbal English language skills and further advance their ability to communicate in English in their personal life and in their field, particularly in the areas of health and fitness.
- Demonstrate an increased English vocabulary in topics related to health and fitness.
- Develop their ability to work and communicate in a professional manner.

### **CORE112 – Introduction to Biomechanics – 30 Hours**

This combined skills course will equip students to explain the basic biomechanics of the human body. Over the semester, students will learn about the muscular structure of the body and the role that natural laws, such as gravity and inertia, play in athletic muscle function. Students will apply fitness principles in order to analyze fitness and sports skills, and will develop the ability to adjust and self-correct mistakes in order to improve their performance efficiency and ultimately reduce injury. ESL support in written, verbal, and comprehension skills will be provided throughout the course in the form of preparation for presentations and project research assistance.

#### Course Learning Requirements

- Describe the structure and function of muscles in the human body.
- Summarize and explain the basic laws of mechanics (natural laws) of the body.

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Golf Athlete Development Program – Program Guide

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- Apply the principles of biomechanics to increase efficiency and effectiveness of training and reduce the chance of sports injuries.
- Analyze mechanics required of various athletic skills, including running, striking, throwing, and fluid mechanics, for self-correction.
- Develop written, reading, listening, and verbal English language skills and further advance their ability to communicate in English in their personal life and in their field, particularly in the context of biomechanics.
- Demonstrate an increased English vocabulary in topics related to biomechanics.
- Demonstrate ability to conduct business, complete work, and communicate in a professional manner.

**CORE113 – Foundations of Sports Leadership – 45 Hours**

This is a combined skills course. This course will provide the student with an overview of the essential soft skills, such as teamwork and personality dynamics, required to be a leader in the field of sports. Students will hone their ability to set goals, communication skills, teaching and facilitation skills, and develop their conflict resolution abilities through team-building activities. In addition, students will learn about the importance of ethics and professionalism for effectiveness in sports leadership. ESL support in written, verbal, and comprehension skills will be provided throughout the course in the form of vocabulary building and presentation preparation.

Course Learning Requirements

- Explain the concepts of teaching and learning in a sports context, including feedback, active learning, and learning styles.
- Work and communicate efficiently and effectively as part of a team.
- Apply conflict resolution skills in group settings.
- Develop written, reading, listening, and verbal English language skills and further advance their ability to communicate in English in their personal life and in their field, particularly in the areas of sports leadership.
- Demonstrate an increased English vocabulary in topics related to sports leadership.
- Identify the benefits of professionalism and ethics in sports and business.
- Demonstrate the ability to work and communicate in a professional manner.

**GADP118 – Golf Skills Development - Outdoor – 95 Hours**

In this course, students will develop the necessary skills to pass the PAT (Play Ability Test) as set by the PGA (Canada) in order to become a Class A PGA (Canada) member. Students will work on all components of their golf game, including the establishment of a fitness plan, putting, short game (chipping, lob shot, bunker shot) recovery shot, and full swing. This course also involves in-door training skill development as well as participation in 2-3 golf tournaments.

Learning Objectives

- Develop an individualized fitness plan (e.g. conditioning) to improve performance.
- Practice and refine the execution of putting skills.
- Practice and refine short game components.

- Practice and refine full swing performance.
- Practice and refine recovery shot performance.
- Develop tactics to improve course management.
- Practice and refine the execution of fade, draw, low and high ball shots.

## SEMESTER 2

### **CORE120A – English as a Second Language – 75 Hours**

This course will continue to equip students to speak, listen, read, and write at the Cambridge B1 level. Topics covered will include “Our World”, “Feelings”, “Leisure and Fashion”, “Out and About”, and “This is Me!”. Students will also develop the ability to use comparative and superlative adjectives, use modal verbs for ability and possibility as well as obligation and prohibition, apply present perfect tense, use the zero, first, and second conditionals, and use future verbs of “going to” and “will”.

#### Course Learning Requirements

- Demonstrate Cambridge B1 level speaking, listening, writing and reading skills.
- Use comparative and superlative adjectives.
- Distinguish between and appropriately use modal verbs including “can”, “could”, “might”, and “may” for ability and possibility.
- Distinguish between and appropriately use modal verbs including “should”, “shouldn’t”, “ought to”, “must”, “mustn’t”, “have to” for obligation and prohibition.
- Apply present perfect tense.
- Use the zero, first, and second conditionals.
- Use future verbs including “will” and “going to”.

### **CORE120C – English as a Second Language – 75 Hours**

This course will equip students to speak, listen, read, and write at the Cambridge B2 level. This course will cover unit 2, “Leisure and pleasure”. Students will learn vocabulary related to phrasal verbs appropriate for hobbies and free time contexts. Students will be able to make comparisons, appropriately use *-ed* or *-ing* adjective endings and use phrasal verbs and expressions: *take up, sum up, etc.*

#### Course Learning Requirements

- Demonstrate Cambridge B2 level speaking, listening, writing, and reading skills.
- Identify and appropriately apply phrasal verbs such as *take up*, and *sum up, etc.*
- Write compound and complex sentences.
- Make comparisons and use adjectives with *-ed* or *-ing*.

### **CORE120D – English as a Second Language – 75 Hours**



Canadian Sports Business Academy  
Golf Athlete Development Program – Program Guide

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This course will continue to equip students to speak, listen, read and write at the Cambridge B2 level. This course will cover unit 3, “Happy holidays?” and unit 4, “Food, glorious food”. In unit 3, students will learn vocabulary related to travelling. Students will also develop the ability to use the past simple, past continuous, past perfect simple and past perfect continuous. Students will be able to use *at*, *in* or *on* in time phrases and learn adjective suffixes. In unit 4, students will learn to use *so* and *such* and *too* and *enough* and learn vocabulary relating to food and restaurants. Students will be able to hold in class discussions and support their opinions with reasons and examples.

Course Learning Requirements

- Demonstrate Cambridge B2 level speaking, listening, writing and reading skills.
- Apply past simple, past continuous, past perfect simple and past perfect continuous tenses.
- Use *at*, *in* or *on* in time phrases
- Identify and appropriately use words, “so” and “such”, and “too” and “enough”.
- Have class discussions and support their own opinions.

**CORE121 – Wilderness First Aid – 20 Hours**

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This course through Wilderness Medical Associates International will introduce the students to general medical concepts and basic life support skills. It is targeted to the outdoor enthusiast on day trips or short adventures. Topics covered will include Patient Assessment System; CPR; Circulatory System; Nervous System; Respiratory System; Fractures, Stable Injuries; Splints 1-Extremities; Hypothermia; Hyperthermia and Heat Illness; Near Drowning; Lightning Injuries; Wounds and Burns; Anaphylaxis; Lifting, Moving Extrication; Patient Carries; and Backcountry Medicine. Upon successful completion of the course, students will receive certification in Wilderness First Aid and Adult CPR.

Course Learning Requirements

- Demonstrate basic first aid for fractures, injuries requiring splints, hypothermia, hyperthermia, near drowning, lightning injuries, wounds and burns, and anaphylaxis.
- Explain the Patient Assessment System.
- Demonstrate CPR.
- Explain the role of the circulatory, nervous, and respiratory systems.
- Demonstrate proper lifting/moving and patient carry procedures.
- Describe components of backcountry medicine.

**This course will be graded on a pass/fail basis. Successful certification in Wilderness First Aid and Adult CPR will constitute a Pass with full marks.**

**CORE122 – Resistance Training and Program Design – 45 Hours**

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In this course participants will learn how to safely use a variety of resistance equipment as well as design a personalized resistance training plan, applying best training practices for muscle endurance, hypertrophy, and maximum strength. Topics will include the mechanics and function of resistance training equipment, the process to calculate resistance, how to select appropriate equipment and employ principles of reps, sets, and timing of lifts, and how to assess progress through comparative fitness assessment. ESL support will be provided for preparation of projects and log books.

Course Learning Requirements

- Apply muscle endurance principles to personal fitness program design.
- Apply hypertrophy to personal fitness program design.
- Apply maximum strength to personal fitness program design.
- Apply the mechanics and function of resistance training equipment, as well as the process and significance of calculating resistance.
- Select the appropriate equipment (i.e. stack machines, dumbbells, kettlebells, medicine balls, body weight, and bars) to apply the principles of reps, sets, and timing of lifts.
- Select and apply appropriate fitness assessments, and describe how these assessments contribute to training.

**CORE128 – Golf Skills Development - Outdoor – 120 Hours**

In this course, students will develop the necessary skills to pass the PAT (Play Ability Test) as set by the PGA (Canada) in order to become a Class A PGA (Canada) member. Students will work on all components of their golf game, including the establishment of a fitness plan, putting, short game (chipping, lob shot, bunker shot) recovery shot, and full swing. This course also involves in-door training skill development as well as participation in 2-3 golf tournaments.

Course Learning Requirements

- Develop an individualized fitness plan (e.g. conditioning) to improve performance.
- Practice and refine the execution of putting skills.
- Practice and refine short game components.
- Practice and refine full swing performance.
- Practice and refine recovery shot performance.
- Develop tactics to improve course management.
- Practice and refine the execution of fade, draw, low and high ball shots.

**SEMESTER 3**

**CORE130A – English as a Second Language – 45 Hours**

This course will continue to equip students to speak, listen, read, and write at the Cambridge B1 level. Topics covered will include “Fit and Healthy”, including vocabulary related to health and exercise, and “A Question of Taste” including vocabulary related to food and drink. Students will develop the ability to use the past perfect simple as well as *which, that, who, whose, when* and *where* clauses.

Course Learning Requirements

- Demonstrate Cambridge B1 level speaking, listening, writing, and reading skills.
- Identify and appropriately use unit vocabulary relating to health, exercise, illness, accidents, food, drink, shops and services.
- Write a short story.
- Identify and produce *which, that, who, whose, when* and *where* clauses.
- Identify and apply the past perfect simple.

### **CORE130C – English as a Second Language – 45 Hours**

This course will continue to equip students to speak, listen, read, and write at the Cambridge B2 level. This course will cover unit 3, “Happy holidays?”. Students will learn vocabulary related to travelling. Students will also develop the ability to use the past simple, past continuous, past perfect simple and past perfect continuous. Students will be able to use *at*, *in* or *on* in time phrases and learn adjective suffixes. Students will also work on a final project (a presentation, report, video, etc.) throughout the semester with guidance of the instructor

#### Course Learning Requirements

- Demonstrate Cambridge B2 level speaking, listening, writing and reading skills.
- Apply past simple, past continuous, past perfect simple and past perfect continuous tenses.
- Use *at*, *in* or *on* in time phrases
- Demonstrate effective presentation skills in presenting their final project

### **CORE130D – English as a Second Language – 45 Hours**

This course will continue to equip students to speak, listen, read, and write at the Cambridge B2 level. Topics covered will include unit 5, “Study time” and unit 6, “My first job”. Students will be able to use the zero, first and second conditionals and understand countable and uncountable nouns. Students will also be able to use phrasal verbs such as *get over*, *live up to*, etc. They will be able to form nouns from verbs and use collocations with *work* and *job*. Students will also be able to give reasons, offer ideas and describe similarities and differences when comparing.

#### Course Learning Requirements

- Demonstrate Cambridge B2 level speaking, listening, writing and reading skills.
- Use the zero, first and second conditionals
- Understand countable and uncountable nouns
- Use phrasal verbs such as *get over*, *live up to*, etc.
- Form nouns from verbs
- Use collocations with *work* and *job*.
- Describe similarities and differences when making comparisons.

### **CORE132 – Resistance Training and Program Design – 15 Hours**

In this course participants will continue to develop their knowledge of resistance training and program design through the design of a program that takes muscle endurance, hypertrophy, and maximum strength into account. Students will learn intermediate concepts of the mechanics and function of resistance training equipment, as well as the process and importance of calculating resistance. Also emphasized in this course is the selection of goal-appropriate equipment and their application to the principles of reps, sets, and timing of lifts.

Course Learning Requirements

- Develop a personal fitness program.
- Explain the mechanics and function of resistance training equipment.
- Explain the process and significance of calculating resistance.
- Identify the appropriate equipment (i.e. stack machines, dumbbells, kettlebells, medicine balls, body weight, and bars) to apply the principles of reps, sets, and timing of lifts.
- Apply appropriate fitness assessments and explain how these assessments contribute to training.

**CORE133 – Media Production – 30 Hours**

This course will prepare teams of students to create a promotional marketing flyer. Students will increase their awareness of various software programs (e.g. power point, excel) as well as many photography skills (shutter skills, exposure, composition) and design tips (e.g. white space, colour, layout, reading gravity). Students will collaboratively prepare and present their promotional flyer to the class.

Course Learning Requirements

- Work collaboratively as a team to produce a professional marketing flyer.
- Improve their working knowledge of two or more software programs.
- Support the design of their flyer through research and theory.
- Apply design principles in the development of their flyer.
- Improve their collaborative skills when working on a team project.

**GADP134 – Golf Fundamentals, Level 1 – 60 Hours**

In this course, students will develop an awareness of the core competencies to obtain their PGA (Canada) Class A Professional membership. Students will also learn about the history of the sport of golf, as well as the history of the PGA (Canada). Level One includes instruction on the rules of golf and NCCP (National Coaching Certification Program) ethical decision making as well as a general introduction to the five core competencies as outlined by PGA (Canada).

Course Learning Requirements

- Explain in general the five core competencies of the PGA (Canada).
- Outline the origin of golf.
- Explain the major historical golfing events and inventions.
- Given a variety of examples and/or scenarios, accurately apply PGA (Canada) rules.
- Given a variety of examples or case studies, apply basic principles of NCCP (National Coaching Certification Program) ethical decision making.

**GADP135 – Equipment Fitting – 10 Hours**

In this course, students will receive instruction on equipment fitting, including such topics as club selection, lie angle, shaft selection, gripping and clubhead selection. Other topics include attack of angle, smash factor and launch angle.

Course Learning Requirements

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Golf Athlete Development Program – Program Guide

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- Select the appropriate club or iron based on lie angle.
- Select the appropriate shaft according to skill level and/or required ball trajectory.
- Change the grip on any golf club.
- Identify the appropriate type of club head, according to the need and ability of the player.
- Explain the variables in golf ball fitting.
- Explain the variables in club head design.

**GADP138 – Golf Skills Development - Outdoor – 100 Hours**

In this course, students will practice their golf skills at local golf courses, indoor facilities, driving ranges, including a one-week field experience in Orlando, Florida. While in Florida students will play several rounds of golf at a variety of courses, will attend an indoor PGA golf show featuring a golf club demonstration day where students will learn about the latest golf equipment innovations. In addition, students will travel to Vancouver to participate in the Winter Tour (approximately 5-10 games).

Course Learning Requirements

- Apply golfing skills in a variety of golfing environments and weather conditions.
- Document the most recent innovations in golfing technology.
- Gain experience golfing under tournament conditions.

**SEMESTER 4**

**CORE140A – English as a Second Language – 30 Hours**

This course will continue to equip students to speak, listen, read, and write at the Cambridge B1 level. Topics covered will include “Conserving Nature”, including vocabulary related to the natural world and the environment, and “What did you say?” including vocabulary related speaking and slang. Students will develop the ability to use the passive, reported speech, indirect questions and comparative and superlative adjectives.

Course Learning Requirements

- Demonstrate Cambridge B1 level speaking, listening, writing, and reading skills.
- Identify and appropriately use vocabulary relating to the natural world, the environment, speaking and slang.
- Write a letter.
- Identify and produce reported speech, reported commands, reported questions, indirect questions and the passive.
- Use prepositions of place.

**CORE140C – English as a Second Language – 30 Hours**

This course will continue to equip students to speak, listen, read and write at the Cambridge B2 level. The course will cover unit 4, “Food, glorious food”. Students will be able to use *so* and *such* and *too* and *enough* and learn vocabulary relating to food and restaurants. Students will be able to hold in class discussions and

Canadian Sports Business Academy  
Golf Athlete Development Program – Program Guide

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support their opinions with reasons and examples. Students will work on a final project (a presentation, report, video, etc.) throughout the semester with guidance of the instructor.

Course Learning Requirements

- Demonstrate Cambridge B2 level speaking, listening, writing, and reading skills.
- Identify and appropriately use words, “so” and “such”, and “too” and “enough”.
- Have class discussions and support their own opinions.
- Demonstrate effective presentation skills in presenting their final project.

**CORE140D – English as a Second Language – 30 Hours**

This course will continue to equip students to speak, listen, read and write at the Cambridge B2 level. This course will cover unit 7, “High adventure” and unit 8, “Dream of the stars”. Students will be able to use the *infinitive and verb + -ing*, verb collocations with sporting activities and verb collocations with *ambition, career, experience* and *job*. Students will be able to demonstrate use of *at, in* and *on* in phrases expressing location. Students will develop skills to suggest ideas, ask for opinions and expressing agreement or disagreement with others.

Course Learning Requirements

- Demonstrate Cambridge B2 level speaking, listening, writing, and reading skills.
- Apply *infinitive* and *verb + -ing*
- Identify *at, in* and *on* in phrases expressing location
- Use verb collocations with sporting activities and with *ambition, career, experience* and *job*
- Suggest ideas, ask for opinions and express agreement and disagreement in a group discussion.

**CORE142 – Resistance Training and Program Design – 15 Hours**

In this course students will build upon foundation skills acquired in CORE132 Resistance Training and Program Design, Level 2. The purpose of the course is to develop skills that allow the participant to maintain their fitness levels and stay in top physical shape for their chosen physical activities, as well as the design of and adherence to a personal program.

Course Learning Requirements

- Design a personal program using resistance training equipment.
- Apply the mechanics and function of resistance training equipment to maintain fitness level.
- Integrate other disciplines into personal fitness programing.
- Create a log book.

**GADP144 – Golf Fundamentals, Level 2 – 60 Hours**

In this course, students will gain a deeper working knowledge about the PGA (Canada) 5 core competencies, which include Turf Management; Food & Beverage; Tournament Operations and Event Planning; Retail Management; and Golf Operations and Club Services. Studies will visit a golf course and conduct an in depth interview with the course’s superintendent in order to gather information regarding the overall operation of a course golf pertaining to one of the five core competencies. In doing so, students

will become familiar with such components as the course’s operational goals, business management practices, as well as issues associated with financial management and customer service.

#### Course Learning Requirements

- Conduct an interview with a golf course superintendent in order to prepare a detailed core competency report. In doing so, students will be able to:
  - describe operational goals.
  - identify operational issues.
  - create an event schedule.
  - assess customer service levels.
  - create job descriptions for all personnel.
  - explain financial and business management model.

### **GADP145 – Golf Skills Development - Indoor – 50 Hours**

In this course, students will receive indoor coaching lessons from a Class A PGA (Canada) professional on their full swing as well as their short game and putting. Coaching will include ongoing swing diagnosis and video analysis using launch monitor to track golf ball trajectory. Indoor coaching clinics will take place in a variety of sites in Whistler and Vancouver.

#### Course Learning Requirements

- Incorporate coaching feedback to improve golf technique, including full swing, short game and putting.
- Self-diagnose their full swing and make adjustments for improvement.

### **GADP148 – Golf Skills Development - Outdoor – 105 Hours**

In this course, students will practice their golf skills (e.g. full shot, short game, putting) at local golf courses, indoor facilities and driving ranges in order to foster overall skill development under a number of weather conditions. Students will also participate in the Winter Tour in Vancouver (approximately 3-5 games).

#### Course Learning Requirements

- Gain experience playing under winter tournament conditions.
- Demonstrate improved skill performance, by applying video and launch monitor feedback.
- Adapt their play according to a variety of weather conditions (e.g. snow, temperature).

## **SEMESTER 5**

### **CORE251 – Applied Health and Fitness – 30 Hours**

In this course, the student builds upon foundational health and fitness concepts developed in the prerequisites. Emphasis is placed upon the creation and design of fitness programs that reflect high risk environments, nutrition plans, cardio programs, and resistance training programs.

#### Course Learning Requirements

- Assess high risk athletic environments.

Canadian Sports Business Academy  
Golf Athlete Development Program – Program Guide

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- Design nutrition plans.
- Design a cardio program.
- Design a resistance training program.
- Apply best practices for health and fitness.

**CORE252 – Applied Sports Biomechanics – 30 Hours**

In this course students will build upon foundational skills acquired in CORE112 Introduction to Biomechanics. The purpose of this course is to analyze skills for efficiency and effectiveness in order to perform the various skills at an appropriate level.

Course Learning Requirements

- Perform striking skills.
- Perform throwing skills.
- Perform edge sports skills.
- Perform spin sports skills.
- Analyze skills to determine efficiency and effectiveness.

**GADP254 – Golf Fundamentals, Level 3 – 30 Hours**

In this course, students will continue to examine the 5 Core Competencies. During this semester, students will select and study one of the five Core Competencies in depth, in preparation to take the PGA (Canada) Core Competency Golf Module, as prepared by the Golf Management Institute of Canada. This study will entail visits to a local golf course in order to interview supervisors or managers.

Course Learning Requirements

- Identify key characteristics of one Core Competency (e.g. Turf Management).
- Assess the difference between superior and inferior (turf management) program.
- Identify the characteristics of a successful (turf management) program.
- Identify best practices associated with a (turf management) program.
- Identify the resources that are required to maintain a successful program.
- Determine the personnel practices that are required to manage a program.

**GADP258 – Golf Skills Development - Outdoor – 45 Hours**

In this course, students will prepare to take the PAT (Play Ability Test) by further refining their putting, short game (chipping, lob shot, bunker shot) recovery shot, and full swing skills through field experiences on a variety of golf courses throughout British Columbia. Students will participate in several rounds of golf, depending on weather conditions, one or two tournaments and will receive ongoing coaching tips from a PGA Class A instructor.

Course Learning Requirements

- Demonstrate improved putting technique.
- Demonstrate improved short game performance.
- Demonstrate improved recovery shots.
- Demonstrate improved full swing ball trajectory.



- Gain experience playing under tournament conditions.

### **GADP259 – Work Experience Practicum–125 Hours**

In this course, students will gain experience working in the golfing industry. Students will be placed at either a local golf course or in the golf industry (e.g. store front selling golf merchandise or indoor teaching facility such as a driving range). This experience will help the student gain valuable insight into the golf industry and, in doing so, they will strengthen their interpersonal skills, communication skills and knowledge about customer service but also become increasingly aware of skills that require additional improvement or development.

#### Course Learning Requirements

- Develop more self-confidence as a golf industry professional.
- Become more focused in terms of their career choices in the golf industry.
- Gain valuable workplace experiences in a variety of situations.
- Develop golf industry contacts.
- Increase awareness of their own strengths and weaknesses as a golf industry professional.
- Acquire skills that will be transferable to other situations (e.g. communication skills).
- Develop and strengthen their employability skills and marketability.

## **SEMESTER 6**

### **GADP268 – Golf Skills Development - Outdoor – 45 Hours**

Option A) In this course, students who have not yet passed the PAT (Player Ability Test) will prepare to take the PAT by further refining their putting, short game (chipping, lob shot, bunker shot) recovery shot, and full swing skills through field experiences on a variety of golf courses throughout British Columbia. Students will also participate in some tournaments. Practices at driving ranges will also be arranged.

Option B) Students who have passed the PAT (Player Ability Test) will begin preparation to become golf instructors. This preparation will include video analysis, including full shot, short game and putting.

#### Course Learning Requirements

- Demonstrate improved putting technique.
- Demonstrate improved short game performance.
- Demonstrate improved recovery shots.
- Demonstrate improved full swing ball trajectory.
- Successfully pass the PAT (Player Ability Test).

### **GADP269 – Co-operative Work Experience – 215 Hours**

In this course, students will gain experience working in the golfing industry. Students will be placed at either a local golf course or in the golf industry (e.g. store front selling golf merchandise or indoor teaching facility such as a driving range). This experience will help the student gain valuable insight into the golf industry and, in doing so, they will strengthen their interpersonal skills, communication skills and

knowledge about customer service but also become increasingly aware of skills that require additional improvement or development.

#### Course Learning Requirements

- Develop more self-confidence as a golf industry professional.
- Become more focused in terms of their career choices in the golf industry.
- Gain valuable workplace experiences in a variety of situations.
- Develop golf industry contacts.
- Increase awareness of their own strengths and weaknesses as a golf industry professional.
- Acquire skills that will be transferable to other situations (e.g. communication skills).
- Develop and strengthen their employability skills and marketability.

#### **\*Completion Requirement**

- Student must achieve a passing grade in all courses in order to complete the program.

## **Institutional Policies**

### **NON-COMPLETION POLICY**

#### **Retaking Exams, Quizzes and Tests:**

A student may retake a quiz/test/exam or resubmit an assignment up to a maximum of two times. All 'retake' exams, tests and/or quizzes will be awarded 60% on the student's official transcript.

#### **Retaking a Course:**

If a student fails to successfully pass a course after retaking/resubmitting quizzes/tests/assignments twice, the student has the option of retaking the course at a later date, at the student's own cost.

#### **Instructor's Special Permission:**

An instructor may permit a student to continue in their studies (despite not having met the required pre-requisites) for successive courses.

**Program Extensions:**

If necessary, the school will assist the student in extending their student visa (at the student's own cost) in order to re-take certain courses and fulfill requirements of the school's program.

**GRADE APPEAL POLICY**

If a student is dissatisfied with a grade received and can provide evidence that a higher grade is warranted, he or she should discuss with his or her instructor. The instructor will reconsider the grade and, if warranted, assign a different grade.

If the student is not satisfied with the outcome of his or her appeal to the instructor, he or she should submit a written appeal to the Director of Studies.

The Director of Studies will obtain a copy of the assignment or test in question from the instructor and will have another instructor re-assess the test.

If the student achieves a higher grade on re-assessment, the higher grade will be assigned to the student. If the student achieves a lower grade on re-assessment, the original grade will be retained. The grade will be considered final and cannot be appealed.

The decisions on the grade appeal will be provided to students within 30 school days of CSBA's receipt of the written appeal.