ISC 473 Sport Promotion and Branding

Elevating Online Instruction: Lessons and Transformations from the CQ Design Program

About the Course

ISC 473: Sport Promotion and Branding explores how sports organizations build brands, engage audiences, and manage their reputations in a global environment. Students examine promotional strategies, current social and cultural issues, and the influential role of social and digital media in sports. Featured interviews with industry professionals and researchers connect theory to practice, offering firsthand perspectives on the opportunities and challenges shaping the industry.

Overview/Challenge

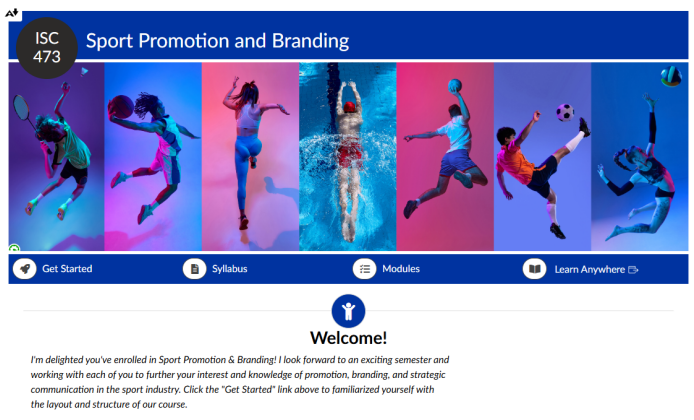
ISC 473 entered the CQ Design Program as an existing course, having been taught three times in person and twice online. The revision focused on three priorities: improving the accessibility of course PDFs and documents, making assignment grading more manageable, and ensuring that all activities and assignments align with both course-level and module-level learning objectives.

A key consideration was preserving the course's engaging, practice-oriented experiences. Recorded interviews introduce students to a range of industry professionals, while access to professional portfolios and resources offers a "behind-the-scenes" look at industry work. These features help students connect course concepts to professional practice as they begin developing portfolios of their own.

Strategies/Tools Implemented

Consultations and Coaching

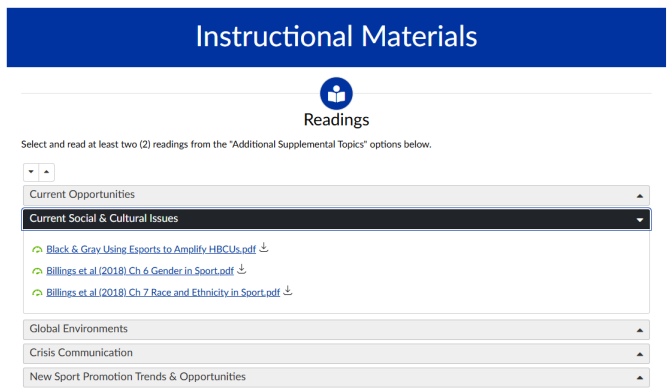
- One-on-one instructional design consultations with Shawn Watts (UKO ID) to put into practice effective strategies from the CQ Design Program.
- Course Review Rubric: Completed a self-review and course improvement plan to look at the course from a highlevel overview perspective.
- Virtual Sessions where assignments and discussions centered around student engagement, technology best practices, assignment redesign, and Quality Matters standards (per: QM Rubric).



Strategies/Tool Continued

Course Organization

- Used the UK Online 16-week Canvas Course Template to help better organize the course. DesignPLUS tool elements within Canvas to help refine layout that accommodated interactive course, and reduce student cognitive load.



DesignPLUS Expander: Previously, these 21 PDFs were in a seperate module, not able to be collapsed. The DesignPLUS Expander tool allowed for the PDFs to live on a page and to be opened and collapsed by topic.

Alignment and Accessibility Improvements

- Refined module-level learning objectives (MLOs) and aligned all materials, assignments, and assessments to course-level outcomes (CLOs). These objectives were outlined in the syllabus, module pages, and assignments for students to clearly draw parallels from learning materials and assignments.
- Used Ally to help with accessibility concerns in the course. Improved the Ally course accessibility score from a 58% at the beginning of the CQ Design Program to a 95% Ally course accessibility score as of October 2026.

Result/Perspective

CLO/MLO's: Ensured that all documents, videos, readings, and assignments in the course are directly tied to the course level and module level objectives. Each module now has a module overview page that includes the module level objectives plainly stated. These module level objectives are also present on each assignment.

Accessibility: Course materials were revised to align with digital accessibility best practices.

Result/Perspective Continued

Instructor Growth: The CQ Design Program helped me hone my skills to create online learning experiences that are more engaging, cohesive, and accessible to all learners.

Course Design: Modules are organized to have headers that break down content into an Module Overview, Instructional Materials, Instructional Activities, and a Module Wrap-Up.

Highlights of CQ Design

Guided by research-backed quality standards, I gained the confidence and tools needed to refine the course. The in-person sessions in the summer, along with the virtual sessions allowed me to feel empowered, equipped, and encouraged that I was enhancing the learning experience for students.

Next Steps

Pilot Changes: Collect student feedback and compare online ratings with prior semesters. What do students like or dislike about the current course?

Assignment Changes: Continue to work with Shawn on assignment redesign and think about how students best interact and engage with each other, while still keeping course level and module level objects as the lead.

Continued Improvement: Ongoing QA consults and accessibility audits. Continual improvement on PDF's/PowerPoints, old and new, as more tools become available to help with accessibility.

Take the knowledge and experience gained from the CQ Design Program and begin to apply it to other courses.

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2026 Faculty Fellow Course Quality (CQ) Design Program

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