

Digital Media

Level: 1

Career Cluster: Media Arts

Program: Design and Digital Arts, Lighting and Sound Technology, Media Production and Broadcasting

Pathway(s): Graphic Design, Recording Arts Technology/Technician, Cinematography and Film/Video Production

Course Catalog Description

Introductory course in digital media where students create and publish digital graphics, photography, video, audio, animation, and interactive media using industry-relevant software, cloud-based workflows, and platform-aware production processes.

Summary

Develops students' ability to use digital technologies to plan, create, edit, manage, and publish multimedia products for online and screen-based environments. Students apply design principles, technical skills, and creative processes to produce digital graphics, photography, video, audio, animation, and interactive media while following industry-relevant digital workflows. The course emphasizes communication, collaboration, cloud-based file management, accessibility, digital citizenship, and ethical and legal practices such as copyright, attribution, privacy, and intellectual property. By the end of the course, students are prepared to design, evaluate, and present digital media solutions for specific audiences and platforms while building a foundation for continued study and careers in media arts and production fields.

Notes

The revised course represents a significant modernization of the original Digital Media A/B course by shifting from a broad, introductory skills-based framework to a more structured, standards-aligned program with clearly defined and measurable student learning outcomes. The original course emphasized foundational exposure to digital media concepts—such as basic project creation, introduction to tools, and general portfolio development—but lacked detailed organization around production processes and professional workflows. In contrast, the updated course expands these foundations into a comprehensive sequence that integrates design principles, multimedia production (graphics, video, audio, animation), project management, collaboration, and digital asset management. Additionally, the revised course strengthens alignment with current CTE expectations by formally incorporating structured components such as portfolio development, leadership, work-based learning, and a culminating final assessment project. Overall, the update reflects a shift from an introductory exposure model to a cohesive, project-based learning approach that emphasizes technical skill development, creativity, and preparation for postsecondary education and careers in media arts.

Student Learning Outcomes

1. Career Exploration and Postsecondary Opportunities

Objective: *Students will analyze career pathways in digital media by exploring industry roles, workplace expectations, required education, certifications, professional organizations, and postsecondary opportunities available in Colorado in order to make informed academic and career decisions.*

- 1) Identify employment opportunities in various fields with a focus in the area of digital media
 - a. Recognize the work typically performed, tools and technology used, and nature of work environments
 - b. Identify potential certifications within the careers
 - c. Find membership organizations associated with the careers
 - d. Understand the necessary education associated within the careers
- 2) Define professionalism within the context of digital media
 - a. Criticism and evaluation
 - b. Presentation
 - c. Assessment
- 3) Recognize laws, regulations, and ethics significant to the fields of digital media
- 4) Identify postsecondary opportunities offered in the state of Colorado
 - a. Technical college, community college, 4-year institutions
 - b. Certificates, associates, bachelor, and advanced degree opportunities

2. Exchange and Gather Information and Resources

Objective: *Students will apply digital communication and research strategies to collaborate, locate, evaluate, and select technologies, software, and resources that support effective digital media project development while maintaining professional online communication practices.*

- 5) Collaborate using digital platforms and electronic technologies such as email, cloud-based documents, discussion boards, chat tools, shared workspaces, social media, podcasting, and other online communication environments.
- 6) Demonstrate appropriate digital research and search strategies for locating, evaluating, organizing, and citing online resources, assets, and reference materials.
- 7) Discuss recent digital media technologies
- 8) Evaluate and select appropriate software for the development of projects

3. Legal and Ethical Responsibility

Objective: *Students will evaluate and demonstrate ethical and legal responsibilities in digital media by applying intellectual property laws, copyright, trademarks, licensing models, and professional conduct standards to ensure responsible creation, use, and attribution of digital content.*

- 9) Explain and demonstrate ethical, safe, and responsible use of digital technology, online resources, and networked platforms.

- 10) Compare and contrast fair use, open source, and creative commons
- 11) Adhere to intellectual property laws and regulations
- 12) Differentiate between copyright and trademarks
- 13) Explain the concept of intellectual property laws, including copyright, trademarks, and patents and consequences of violating each type of law
- 14) Define and identify unethical practices such as hacking, online piracy, and data vandalism
- 15) Demonstrate ethical use of internet and online resources, including citation of source
- 16) Describe the function of a nondisclosure agreement and intellectual property agreement
- 17) Explain how digital privacy, security, permissions, and data protection influence the creation, storage, sharing, and publication of digital media.

4. Design and Layout Principles in Digital Media

Objective: *Students will analyze and apply design and layout principles to create effective digital media products by using typography, color theory, proportion, balance, depth, and visual hierarchy to communicate meaning and enhance audience engagement.*

- 18) Compare and contrast printed and digital communications products that demonstrate appropriate and inappropriate use of design and layout principles
- 19) Identify and apply perspective such as backgrounds, light, shades, shadows, and scale to capture a focal point and create depth
- 20) Identify and apply principles of proportion, balance, variety, emphasis, harmony, symmetry, unity, and repetition in type, color, size, line thickness, shape and space
- 21) Identify and apply three-dimensional effect such as foreground, middle distance, and background images
- 22) Identify and apply concepts of typography
- 23) Identify and apply color theory
- 24) Create and improve digital products by applying the appropriate design and layout principles

5. Design and Create Digital Graphics

Objective: *Students will create and refine digital graphics by selecting appropriate raster and vector tools, file formats, color modes, resolution settings, and asset-management practices to produce media assets suitable for digital and print distribution.*

- 25) Compare and contrast the characteristics of raster-based bitmap graphics and vector-based graphics
- 26) Create and modify digital graphics using appropriate vector-based and raster-based software following standard design principles
- 27) Export and set graphics to be used in both print and digital formats
- 28) Use consistent digital file naming, folder structures, metadata, and version-control practices to organize and retrieve project assets efficiently.
- 29) Demonstrate knowledge of graphic resolution, file size, file formats, and file management

- 30) Determine the type of data stored in a file based on its file extension and select appropriate software to modify, create, and view the file
- 31) Differentiate between the color mode selection in determining product output Digital Photography Equipment and Techniques
- 32) Demonstrate proper use of safety procedures while using digital photography equipment
- 33) Capture still shot images using digital photography equipment incorporating various photo composition techniques such as lighting, perspective, candid versus posed, rule of thirds, and level of horizon
- 34) Transfer still shot images from equipment to the computer
- 35) Demonstrate photographic enhancement techniques such as feathering, layering, masking, and color enhancement using appropriate photo editing software Video

6. Equipment and Techniques

Objective: *Students will apply digital photography and video production techniques and safety practices to capture, transfer, enhance, edit, and export still images and video by operating appropriate equipment, using composition and videography strategies, synchronizing audio and video, and preparing media for digital delivery across multiple platforms.*

- 36) Demonstrate proper use of safety procedures while using digital video equipment
- 37) Demonstrate proper use of terminology in relation to video technology
- 38) Demonstrate proper ethics in the use of digital photographic equipment to capture video images
- 39) Transfer video images from equipment to the computer
- 40) Apply videographic enhancement and editing techniques such as panning, transitioning, zooming, content editing, and synchronizing audio and video using appropriate digital manipulation software
- 41) Export video files in digital formats to be used in various delivery systems such as podcasts, downloadable media, social media, and streaming video
- 42) Optimize exported video for intended digital platforms by selecting appropriate codecs, compression settings, aspect ratios, captions, and delivery specifications.

7. Audio Equipment and Techniques

Objective: *Students will capture, edit, and publish digital audio by properly operating audio equipment, applying terminology and editing techniques, and exporting sound files for use across digital media platforms.*

- 43) Demonstrate proper use of safety procedures while using digital audio equipment
- 44) Demonstrate proper use of terminology and concepts in relation to audio technology
- 45) Demonstrate proper use of digital audio equipment to capture audio files
- 46) Transfer audio files from equipment to the computer
- 47) Demonstrate proper use of audio editing software such as adding effects, fading, volume control and manipulation of waveforms using appropriate digital manipulation software

- 48) Export audio files to be used in digital formats in various delivery systems such as podcasts, downloadable files, social media, and streaming video
- 49) Prepare digital audio for publication by applying appropriate file formats, metadata, loudness considerations, and accessibility supports when relevant.

8. Animation

Objective: *Students will design and create animations by applying animation principles, keyframes, audio integration, and interactivity to produce linear, non-linear, and interactive animated media for digital publication.*

- 50) Plan and create a linear and non-linear animation using accepted standards such as design principles, frames and key frames, integration of audio into an animation, and user interactive controls
- 51) Deploy animation to be used in various digital formats and on various video animation players
- 52) Create an interactive animation
- 53) Apply accessibility and usability considerations such as readable text, timing, captions, alternative text planning, and user navigation when developing digital and interactive media.

9. Project Management

Objective: *Students will plan, execute, and evaluate digital media projects by defining purpose and audience, developing production plans, managing timelines, assets, and digital resources, implementing revisions, and reflecting on outcomes and lessons learned.*

- 54) Initiate a project, including identifying the purpose, audience, and audience needs for design plans
- 55) Develop a plan for a media project such as a storyboard and stage development and identify equipment and resources
- 56) Execute and monitor and control a project along its timeline and make suggested revision until completion of the project
- 57) Use project management and collaboration tools to assign tasks, track progress, collect feedback, and manage revisions in a digital production workflow.
- 58) Close a project, including identifying lessons learned

10. Deployment of Digital Media

Objective: *Students will integrate and deploy digital media products by combining video, audio, graphics, text, and animation into web pages, online documents, and interactive products that meet technical, accessibility, design, and audience requirements for specific digital platforms.*

- 59) Incorporate video, audio, text, graphics, and animations into a web page or other online publishing environment.
- 60) Incorporate various digital media products into an electronic document, digital campaign asset, social media post, online presentation, poster, or report.

61) Incorporate various digital media products into an interactive product such as animation, simulation, interactive website, or application and evaluate whether the final product functions effectively for its intended audience and platform.

11. Portfolio Development

Objective: *Students will develop and present a foundational digital media portfolio by organizing and showcasing completed projects that demonstrate technical skills, creativity, and understanding of digital production processes.*

62) Collect and organize completed digital media projects using appropriate file formats, naming conventions, and folder structures.

63) Select portfolio artifacts that demonstrate foundational technical skills across media formats such as graphics, video, audio, and animation.

64) Present portfolio work to communicate project purpose, creative choices, and areas for continued growth.

12. Leadership

Objective: *Students will demonstrate leadership in digital media environments by collaborating with peers, communicating effectively, and contributing to positive and productive team workflows.*

65) Demonstrate leadership behaviors such as responsibility, communication, and collaboration during digital media production activities.

66) Contribute to team-based media projects by supporting assigned roles, meeting deadlines, and participating in shared production goals.

67) Participate in critique and feedback processes to improve individual and team outcomes.

13. Work-Based Learning

Objective: *Students will apply foundational technical and professional skills through work-based learning experiences that connect classroom digital media production to real-world applications.*

68) Participate in work-based learning experiences such as client-based projects, production tasks, or guest speaker sessions.

69) Demonstrate basic workplace readiness skills including communication, time management, collaboration, and appropriate digital behavior.

70) Reflect on work-based learning experiences to evaluate personal growth, skills development, and career interests.

14. Final Assessment Project

Objective: *Students will complete a culminating digital media project that demonstrates foundational technical skills, creative problem-solving, and the ability to follow a structured production workflow.*

- 71) Plan and produce a final digital media project that integrates multiple media elements such as graphics, audio, video, or animation.
- 72) Present the completed project and explain the design process, technical choices, and intended audience using appropriate terminology.

15. Career and Technical Student Organizations

Objective: *Using the CTSO Resource Document, chapter activities will provide some of the best opportunities CTSO members will have to learn by doing. A successful program of work creates a positive learning atmosphere in the classroom. CTSO members learn how to accept responsibility, work as a team, manage a budget, and handle success and failure. Per the CTE Admin Handbook, CTSOs are embedded into curriculum.*

Professional Development

Prepare each member for entry into the workforce and provide a foundation for success in a career. Becoming a professional does not stop with acquiring a skill, but involves an increased awareness of the meaning of good citizenship and the importance of labor and management in the world of work.

Community Service

Promote and improve goodwill and understanding among all segments of the community through services donated by CTSO chapters, and to instill in its members a lifetime commitment to community service.

Business & Industry Connections

Increase awareness of quality job practices and attitudes, and increase the opportunities for employer engagement and eventual employment.

Financial Leadership

Plan and participate in activities to allow all members to carry out the chapter's projects. Educate members on their own personal finance for current and future success.

Public Relations

Make the general public aware of the good work that students in career and technical education are doing to better themselves and their community, state, nation, and world.

Social Activities

To increase cooperation in the school and community through activities that allow CTSO members to get to know each other in something other than a business or classroom setting.

Academic Standards Alignment

Colorado CTE courses are required to integrate academic and essential skills into course content. The following academic standards have been identified as aligned to this course and should be integrated throughout instruction.

[CO CTE Academic Standards Resources](#) (Rubrics, integration strategies, etc)

[CDE Colorado Academic Standards Online](#) (Online standards lookup tool)

Note: Mathematics and Science standards will be added in the future. Visit the [Colorado Academic Standards](#) page for the most current version.

Reading, Writing and Communicating Crosswalk

Course: Digital Media

Colorado Academic Standards – Reading, Writing, and Communicating

Standard	Prepared Graduate Competency	Description	Course Evidence / Alignment
Standard 1: Oral Expression and Listening	Prepared Graduate 1 – Collaboration	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.	Students collaborate in production teams, participate in peer critique, listen actively, and contribute ideas toward shared digital media projects.
Standard 1: Oral Expression and Listening	Prepared Graduate 2 – Oral Presentations	Deliver effective oral presentations for varied audiences and varied purposes.	Students pitch ideas and present digital media products to peers and authentic audiences.
Standard 2: Reading for All Purposes	Prepared Graduate 4 – Informational Texts	Read a wide range of informational texts to build knowledge and to better understand the human experience.	Students read and apply technical documentation, tutorials, project briefs, and copyright guidelines.
Standard 2: Reading for All Purposes	Prepared Graduate 5 – Language in Context	Understand how language functions in different contexts, command a variety of word-learning	Students adjust language, tone, and style to suit media purpose,

		strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking	audience, and platform.
Standard 3: Writing and Composition	Prepared Graduate 7 – Informational Writing	Craft informational/explanatory texts using techniques specific to the genre.	Students write production notes, rationales, reflections, and explanatory project documentation.
Standard 3: Writing and Composition	Prepared Graduate 8 – Narrative Writing	Craft narratives using techniques specific to the genre.	Students construct narratives through scripts, storyboards, sequencing, and visual storytelling techniques.
Standard 3: Writing and Composition	Prepared Graduate 9 – Writing Process	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.	Students revise, edit, and publish polished written and multimedia products.
Standard 4: Research Inquiry and Design	Prepared Graduate 10 – Research & Ethics	Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.	Students research topics, evaluate sources, properly credit media, and apply ethical practices in digital production.

Free Resource Links

1. Career Exploration and Postsecondary Opportunities

- My Next Move (Digital media careers, job outlooks, skills, education pathways)
<https://www.mynextmove.org/>
- CareerOneStop (Media arts careers, certifications, education and training)
<https://www.careeronestop.org/>
- Career In Colorado (Colorado pathways, postsecondary options, workforce data)
<https://careerincolorado.org/>
- Bureau of Labor Statistics – Media & Communication (Career expectations, job trends, duties)
<https://www.bls.gov/ooh/media-and-communication/>

2. Exchange and Gather Information and Resources

- Common Sense Education (Digital citizenship, research skills, collaboration, media literacy)
<https://www.commonsense.org/education/>
- Google Applied Digital Skills (Online research, digital communication, collaboration tools)
<https://applieddigitalskills.withgoogle.com/>
- Purdue OWL (Research strategies, citations, evaluating sources)
<https://owl.purdue.edu/>
- Teaching Tolerance Digital Literacy (Evaluating online information, responsible communication)
<https://www.learningforjustice.org/classroom-resources/digital-literacy>

3. Legal and Ethical Responsibility

- Creative Commons (Copyright, licensing, attribution, ethical media use)
<https://creativecommons.org/>
- U.S. Copyright Office – Education Resources (Copyright law, fair use, intellectual property)
<https://www.copyright.gov/education/>
- Stanford Copyright & Fair Use Center (Copyright guidance, fair use explanations)
<https://fairuse.stanford.edu/>
- Media Smarts (Ethical media use, plagiarism, digital responsibility)
<https://mediasmarts.ca/>

4. Design and Layout Principles in Digital Media

- Canva Design School (Typography, layout, color theory, visual hierarchy)
<https://www.canva.com/designschool/>
- Adobe Education Exchange (Design fundamentals, layout principles, visual communication)
<https://edex.adobe.com/>
- Smashing Magazine (Design principles, UX, layout best practices)
<https://www.smashingmagazine.com/>

- Interaction Design Foundation (Design theory, visual balance, hierarchy)
<https://www.interaction-design.org/>

5. Design and Create Digital Graphics

- Pixlr Learn (Raster graphics, photo editing, digital image creation)
<https://pixlr.com/learn/>
- GIMP Tutorials (Image manipulation, layers, photo enhancement)
<https://www.gimp.org/tutorials/>
- Inkscape Learn (Vector graphics, illustration, logo design)
<https://inkscape.org/learn/>
- Vecteezy Learn (Vector graphics basics, design workflows)
<https://www.vecteezy.com/blog/design-tutorials>

6. Equipment and Techniques

- YouTube Creator Academy (Video production, camera techniques, editing workflows)
<https://creatoracademy.youtube.com/>
- BBC Bitesize – Media (Camera shots, lighting, framing, production techniques)
<https://www.bbc.co.uk/bitesize/subjects/zrkw2hv>
- Videomaker (Video equipment basics, shooting and editing techniques)
<https://www.videomaker.com/>
- No Film School (Filmmaking equipment, production techniques, workflows)
<https://nofilmschool.com/>

7. Audio Equipment and Techniques

- Audacity Tutorials (Audio recording, editing, effects, exporting)
<https://manual.audacityteam.org/>
- NPR Training (Audio storytelling, recording techniques, production ethics)
<https://training.npr.org/>
- Sound on Sound – Tutorials (Audio recording, mixing, sound design basics)
<https://www.soundonsound.com/techniques>
- BBC Sound Effects Library (Audio production examples, sound design resources)
<https://sound-effects.bbcrewind.co.uk/>

8. Animation

- Pixar in a Box – Khan Academy (Animation principles, storytelling, technical process)
<https://www.khanacademy.org/computing/pixar>
- Adobe Animate Tutorials (Keyframes, motion, interactive animation)
<https://helpx.adobe.com/animate/tutorials.html>
- AnimSchool Blog (Animation fundamentals, movement, character animation)
<https://blog.animschool.edu/>
- Alan Becker Tutorials (Animation techniques, timing, storytelling)
<https://www.youtube.com/@alanbecker>

9. Project Management

- Trello Guides (Project planning, timelines, task management)
<https://trello.com/guide>
- MindTools – Project Management (Planning, execution, reflection, evaluation)
<https://www.mindtools.com/project-management>
- Smartsheet Learning Center (Project workflows, timelines, collaboration)
<https://www.smartsheet.com/learning-center>
- Asana Guide to Project Management (Media project planning, collaboration)
<https://asana.com/guide/project-management>

10. Deployment of Digital Media

- Google Sites Help Center (Publishing media, embedding content, web deployment)
<https://support.google.com/sites/>
- WordPress Learn (Publishing digital content, media integration, audience engagement)
<https://learn.wordpress.org/>
- W3Schools – Web Media (Embedding audio, video, interactive content)
https://www.w3schools.com/html/html5_video.asp
- YouTube Help Center (Uploading, publishing, managing video content)
<https://support.google.com/youtube/>

11. Portfolio Development

- SoundCloud (portfolio sharing, audio/media publishing)
<https://soundcloud.com/>
- Adobe Portfolio (digital portfolio creation, project presentation)
<https://portfolio.adobe.com/>
- Behance (creative portfolios, digital media project examples)
<https://www.behance.net/>
- Google Sites (portfolio websites, digital publishing)
<https://sites.google.com/>

12. Leadership

- MindTools – Leadership Skills (teamwork, communication, responsibility)
https://www.mindtools.com/pages/main/newMN_LDR.htm
- SkillsYouNeed – Leadership (collaboration, interpersonal communication)
<https://www.skillsyouneed.com/leadership/>
- Edutopia – Student Leadership (teamwork, project collaboration)
<https://www.edutopia.org/topic/student-leadership>
- PBS LearningMedia – Workplace Skills (communication, collaboration, problem solving)
<https://www.pbslearningmedia.org/>

13. Work-Based Learning

- CareerOneStop (career readiness, workplace exposure)
<https://www.careeronestop.org/>
- Advance CTE – Work-Based Learning (career-connected learning, industry exposure)
<https://careertech.org/work-based-learning>
- NACE Career Readiness Competencies (employability skills)
<https://www.naceweb.org/career-readiness/competencies/>
- Google Applied Digital Skills (workplace and digital communication skills)
<https://applieddigitalskills.withgoogle.com/>

14. Final Assessment Project

- Adobe Creative Cloud Tutorials (digital media production, workflows)
<https://helpx.adobe.com/creative-cloud/tutorials-explore.html>
- Canva Design School (design thinking, project creation)
<https://www.canva.com/learn/>
- TED-Ed Student Talks (presentation skills, storytelling)
https://ed.ted.com/student_talks
- YouTube Creator Academy (content creation, publishing, audience engagement)
<https://creatoracademy.youtube.com/>



Technology Student Association – National Competitive Events

Digital Video Production

Objective: *Students will plan, produce, document, and present an original digital video that meets TSA Digital Video Production requirements for storytelling, technical production, copyright compliance, and interview presentation.*

- Research the annual TSA Digital Video Production theme and develop an original video concept.
- Analyze the story, audience, purpose, visual style, and production needs before filming.
- Create a storyboard and digital video script that guide the production process.
- Capture and edit original video using appropriate cinematography, sound, lighting, graphics, and visual composition.
- Document the production through a portfolio that includes purpose, storyboard, script, hardware/software list, references, permissions, consent forms, and work log.
- Submit the video and documentation portfolio according to TSA competition procedures.
- Participate in an interview explaining the video concept, production process, technical decisions, and creative choices.

Resources

- Technology Student Association – Digital Video Production competition guidelines
<https://tsaweb.org/competitions-programs/tsa/themes-problems>
- Adobe Premiere Pro – Video editing and production tools
<https://www.adobe.com/products/premiere.html>
- DaVinci Resolve – Video editing, color, audio, and post-production tools
<https://www.blackmagicdesign.com/products/davinciresolve>
- YouTube Creator Academy – Video production and storytelling resources
<https://www.youtube.com/creators/>



Technology Student Association – National Competitive Events

Photographic Technology

Objective: *Students will capture, edit, document, and present a photographic portfolio that meets TSA Photographic Technology requirements for image quality, technical settings, editing process, copyright compliance, and presentation.*

- Research the annual TSA Photographic Technology theme and plan original images that respond to the required challenge criteria.
- Capture original photographs that demonstrate composition, lighting, perspective, exposure, and visual storytelling.
- Apply photographic principles such as rule of thirds, focal point, depth, color, contrast, and image clarity.
- Edit images using appropriate digital editing techniques such as cropping, color correction, layering, masking, filters, and enhancement.
- Document camera settings, image interpretation, editing decisions, and software tools used in the final portfolio.
- Prepare required references, resources, copyright checklist, and consent/release forms when needed.
- Present and explain the photographic portfolio using TSA criteria for technical quality, creativity, composition, documentation, and theme connection.

Resources

- Technology Student Association – Photographic Technology competition guidelines
<https://tsaweb.org/competitions-programs/tsa/themes-problems>
- Adobe Photoshop – Photo editing and digital image tools
<https://www.adobe.com/products/photoshop.html>
- Adobe Lightroom – Photo editing and image organization
<https://www.adobe.com/products/photoshop-lightroom.html>
- Purdue OWL – Copyright and fair use resources
<https://owl.purdue.edu/>



Technology Student Association – National Competitive Events

Promotional Design

Objective: *Students will design, produce, document, and present promotional materials that meet TSA Promotional Design requirements for branding, visual communication, production quality, and portfolio documentation.*

- Research the annual TSA Promotional Design theme, target audience, required products, and branding expectations.
- Develop a consistent visual identity using typography, layout, color, imagery, hierarchy, and design principles.
- Create required promotional items that communicate a clear theme, message, and purpose.
- Use digital design tools to prepare clean, professional, and usable final products for print or digital presentation.
- Document the design process through sketches, drafts, production notes, references, and required portfolio materials.
- Prepare final promotional products for submission or display according to TSA event procedures.
- Evaluate the final entry using TSA criteria for creativity, consistency, production quality, communication, and theme alignment.

Resources

- Technology Student Association – Promotional Design competition guidelines
<https://tsaweb.org/competitions-programs/tsa/themes-problems>
- Adobe Express – Promotional graphics and design tools
<https://www.adobe.com/express/>
- Canva – Branding, layouts, and promotional design templates
<https://www.canva.com/>
- Adobe Illustrator – Vector design and production graphics
<https://www.adobe.com/products/illustrator.html>