

Web Design and Development Supplemental Program Resources



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Introduction

This document provides supplemental information for the Web Design and Development program of study. It may be updated or revised as the base program of study, or complementary programs, are updated, added, or removed. Please contact the appropriate Education Programs Professional with any questions.

The Program of Study includes the approved courses, complementary courses, alignment(s) to industry, postsecondary options, and additional information.

The Equipment List for the Web Design and Development program of study is included and, if applicable, additional items used only in the complementary course(s) are noted.

The Crosswalks and Alignments connect and support the Web Design and Development standards for the Information Technology program of study. Complementary course standards are not listed in the crosswalks and alignments.

Program of Study Information

The following program of study information sheet as well as the program structure tables for the courses are provided to be able to print separately for handouts. The information provided is based on the best available information at the time of this document and will be updated as appropriate.

Web Design and Development



The Web Design and Development program provides students with concepts to develop and maintain websites. Areas of study include content development, backend programming, design and layout theories, and user interface.

Information Technology Career Cluster

Information Technology® is focused on building linkages in information technology occupations for entry level, technical and professional careers related to the design, development, support and management of hardware, software, multimedia, and systems integration services.

Postsecondary Options

Certificate/License

- Web Design Certificate Program
- Graphic Arts and Media Technology (TMCC)

Associate Degrees

- CIT Web Development AAS (TMCC, CSN, WNC)
- Motion Graphics and Media Technology AS (TMCC)
- Associates of Arts AS (WNC)

Bachelor's Degree

- Graphic Design and Media BS (UNLV)
- Information Technology BS (UNLV, UNR, WGU)
- Visual Communications BS (UNR)

Master's/Doctoral Degree

- Information Technology Management MS (WGU)



For additional information on this cluster, please contact:

cteinfo@doe.nv.gov

Website: <https://doe.nv.gov/offices/craleo/cte>

Required Courses

- Web Design and Development I
- Web Design and Development II
- Web Design and Development II Lab

Complementary Courses

- Web Design and Development Advanced Studies
- 2D Animation for Web Design and Development
- UI/UX For Digital Applications for Web Design and Development
- CTE Work Experience – Information Technology
- Industry-Recognized Credential –Web Design and Development

Work-Based Learning Opportunities

Job Shadowing / Internship / CTE Work Experience/ School-based Enterprise/ Apprenticeship Ready Programs

Career and Technical Student Organization



State Recognized Industry Certifications

Refer to the Governor’s Office of Innovation’s [Nevada Industry Recognized Credential List](#)

Aligned to Industry			
Occupation	Median Wage Per year	Annual Openings	% Growth
Web Developers and Digital Designer	\$78,300	21,800	23%
Software Developers	\$109,020	162,900	25%
Graphic Designers	\$50,710	24,800	3%
Advertising, Promotions	\$133,380	35,000	10%
Special Effects and Animators	\$78,790	6700	5%

Source U.S. Bureau of Labor Statistics 2022

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Program Structure for Web Design and Development

The core course sequencing is provided in the following table. Complementary Courses are available and provided later in this document. The following courses provides a completed program of study. The Lab is a complementary course available concurrently with the Web Design and Development II course.

Core Course Sequence (R) with Lab Course(s) (C)

Required/Complementary	Course Title	Abbreviated Name	CIP Code	SCED Subject Area	SCED Course Identifier	SCED Course Level	SCED Unit Credit	SCED Course Sequence	SCED Course Number
R	Web Design and Development I	WEB DESG DEV I	11.0801	10	201	G	1.00	12	10201G1.0012
R	Web Design and Development II	WEB DESG DEV II	11.0801	10	201	G	1.00	22	10201G1.0022
C	Web Design and Development II LAB	WEB DESG DEV II L	11.0801	10	201	E	1.00	22	10201E1.0022

The complementary courses are provided in the following table. **The qualifying program of study must be completed prior to enrolling in the complementary course(s).** A program does not have to utilize the complementary courses for students to complete their program of study.

Required/Complementary	Course Title	Abbreviated Name	CIP Code	SCED Subject Area	SCED Course Identifier	SCED Course Level	SCED Unit Credit	SCED Course Sequence	SCED Course Number
C	Web Design and Development Advanced Studies	WEB DESG DEV AS	11.0801	10	201	E	1.00	11	10201E1.0011
C	2D Animation for Web Design and Development	2D ANIMATE WDD	10.0304	10	204	E	1.00	11	10204E1.0011
C	UI/UX for Digital Applications for Web Design and Development	UI/UX DIGI WDD	11.0801	10	204	E	1.00	11	10204E1.0011
C	Industry Recognized Credential - Web Design and Development	IRC WEB DESG DEV	11.0801	10	999	E	1.00	11	10999E1.0011
C	CTE Work Experience - Information Technology	WORK EXPER IT	99.0011	10	298	G	1.00	11	10298G1.0011

CIP Code – Classification of Instructional Programs (CIP) Codes

SCED – School Courses for the Exchange of Data that populates the State Infinite Campus System and the System for Accountability Information in Nevada (SAIN)

Course Descriptions

Web Design and Development I

Prerequisite: None

This course is designed to introduce students to the basic elements of web design and development. Students will learn about content placement, use of color and graphics, and typography using industry standard software. Students are introduced to various web design languages to build their websites, design concepts, and layout theory. Students will become familiar with marketing and other uses of websites; as well as security, ethical, legal, usability, and accessibility issues related to websites. The appropriate use of technology and industry-standard equipment is an integral part of this course.

Web Design and Development II

Prerequisite: Web Design and Development I

This course is a continuation of Web Design and Development I. This course is designed for advanced students to create websites for a variety of purposes using advanced techniques and processes. Areas of study include automation, interactivity in websites, as well as databases, web servers, content management systems, and a more extensive knowledge of website construction. Students will explore emerging technologies in the web design and development field such as artificial intelligence and augmented reality. Project-based learning, collaboration, and portfolio development are essential elements of this class. The appropriate use of technology and industry-standard equipment is an integral part of this course. Upon successful completion of this course, students will have acquired entry-level skills for employment and be prepared for postsecondary education.

Web Design and Development II LAB

Prerequisite: Concurrent enrollment in Web Design and Development II

This course is designed to expand the students' opportunities for applied learning. This course provides an in-depth lab experience that applies the processes, concepts, and principles as described in the classroom instruction. The coursework will encourage students to explore and develop advanced skills in their program area. The appropriate use of technology and industry-standard equipment is an integral part of this course.

Web Design and Development Advanced Studies

Prerequisite: Completion of Web Design and Development Program of Study

This course is offered to students who have completed all content standards in the Web Design and Development program of study and desire to pursue advanced study through investigation and in-depth research. Students are expected to work independently or in a team and consult with their supervising teacher for guidance. The supervising teacher will give directions, monitor, and evaluate the students' topic of study. Coursework may include various work-based learning experiences such as internships and job shadowing, involvement in a school-based enterprise, completion of a capstone project, and/or portfolio development. This course may be repeated for additional instruction and credit.

2D Animation for Web Design and Development

Prerequisite: Completion of Web Design and Development Program of Study

This course is offered to students who have completed all content standards in the Web Design and Development program of study and desire to pursue advanced study through investigation and in-depth research. This course expands on the students' knowledge of graphic design with an introduction to 2D animation from preproduction, through production, and postproduction. The design process will be applied to create 2D animation.

UI/UX For Digital Applications for Web Design and Development

Prerequisite: Completion of Web Design and Development Program of Study

This course is offered to students who have completed all content standards in the Web Design and Development program of study and desire to pursue advanced study through investigation and in-depth research. This course explores User Interface (UI) and User Experience (UX) for websites. UI/UX is about how a user interacts with a website to achieve the goals of the site. The nature of e-commerce and industry practices are discussed.

Industry-Recognized Credential – Web Design and Development

Prerequisite: Completion of Web Design and Development Program of Study

This course is offered to students who have completed all content standards in the Web Design and Development program of study and desire to pursue an Industry-Recognized Credential that aligns with the standards and skills associated with the Web Design and Development Program of Study. This course is designed to expand the students' opportunities to pursue certification aligned with employment standards in the industry aligned with this program of study. The supervising teacher will provide instruction aligned with the certification requirements, monitor progress toward certification, and provide the students with appropriate testing or certification opportunities associated with the intended Industry-Recognized Credential that is the subject of the course. This course may be repeated for additional instruction and credit.

CTE Work Experience – Information Technology

Prerequisite: Completion of Level 2 course in the qualifying program of study

This course is designed to expand the students' opportunities for applied learning. This course provides an in-depth CTE work experience that applies the processes, concepts, and principles as described in the classroom instruction. This course will encourage students to explore and develop advanced skills through work-based learning directly related to the program of study. The course must follow NAC 389.562, 389.564, 389.566 regulations.

Equipment List

This recommended list is based upon a classroom size of 25 students. All costs are estimated and may be adjusted once verified and justified by districts with current quotes. No specific equipment vendor or brand names are endorsed due to various possibilities, but school districts should consult with stakeholders to ensure industry-recognized equipment and software are purchased. The intent of this list is to provide school districts with guidance on the equipment needed to implement the state standards for a Web Design and Development program.

CTE Classroom Equipment

Total: \$5,400

QTY	ITEM DESCRIPTION	UNIT	TOTAL
2	Storage Cabinets (36" x 12" x 72") (lockable)	\$400	\$800
1	Presentation Equipment (e.g., interactive whiteboard (IWB), or other interactive display system with software and accessories)	\$3,500	\$3,500
1	Networkable Laser Printer (black/white or color)	\$1,000	\$1,000
1	First Aid Kit	\$100	\$100

Program Equipment

Total: \$38,000

QTY	ITEM DESCRIPTION	UNIT	TOTAL
25	Student Computers	\$1,000	\$25,000
1	Teacher Computer (enhanced memory/storage, download capable)	\$1,500	\$1,500
1	Technology Storage/Charging System	\$2,000	\$2,000
10	Student Tablets	\$500	\$5,000
1	Virtual Reality Computer Rig	\$1,500	\$1,500
2	Digital Single-lens Reflex (DSLR) (optional)	\$900	\$1,800
1	360° Digital Camera and Tripod	\$1,200	\$1,200

Instructional Materials

Total: \$5,500

QTY	ITEM DESCRIPTION	UNIT	TOTAL
25	Student Textbooks Approved CTE Instructional Materials list can be found here .	\$100	\$2,500
1	Teacher Textbook Edition and Resources	\$500	\$500
1	Digital Editing and Enhancing Software (500 licenses)	\$2,500	\$2,500

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Instructional Supplies

Total:

\$1,200

QTY	ITEM DESCRIPTION	UNIT	TOTAL
Varies	Video Camera Accessories (batteries, memory cards, tripods, cases. Etc.)	\$600	\$600
Varies	Computer Accessories (cases, covers, etc.) (optional)	\$600	\$600

Other

Total:

\$0

QTY	ITEM DESCRIPTION	UNIT	TOTAL
N/A	N/A	\$0	\$0

Category Totals:

Classroom Equipment	\$5,400
Program Equipment	\$38,000
Instructional Materials	\$5,500
Instructional Supplies	\$1,200
Other	\$0
Estimated Program Total	\$50,100

Crosswalks and Alignments for Program of Study Standards

Crosswalks and alignments are intended to assist the teacher make connections for students between the technical skills within the program and academic standards. The crosswalks and alignments are not intended to teach the academic standards but to assist students in making meaningful connections between their CTE program of study and academic courses. The crosswalks are for the required program of study courses, not the complementary courses.

Crosswalks (Academic Standards)

The crosswalks of the Web Design and Development Standards show connections with the Nevada Academic Content Standards. The crosswalk identifies the performance indicators in which the learning objectives in the Web Design and Development program connect with and support academic learning. The performance indicators are grouped according to their content standard and are crosswalked to the Nevada Academic Content Standards in English Language Arts, Mathematics, and Science.

Alignments (Mathematical Practices)

In addition to connections with the Nevada Academic Content Standards for Mathematics, many performance indicators support the Mathematical Practices. The following table illustrates the alignment of the Web Design and Development Standards Performance Indicators and the Mathematical Practices. This alignment identifies the performance indicators in which the learning objectives in the Web Design and Development program connect with and support academic learning.

Alignments (Science and Engineering Practices)

In addition to connections with the Nevada Academic Content Standards for Science, many performance indicators support the Science and Engineering Practices. The following table illustrates the alignment of the Web Design and Development Standards Performance Indicators and the Science and Engineering Practices. This alignment identifies the performance indicators in which the learning objectives in the Web Design and Development program connect with and support academic learning.

Crosswalks (Common Career Technical Core)

The crosswalks of the Web Design and Development Standards show connections with the Common Career Technical Core. The crosswalk identifies the performance indicators in which the learning objectives in the Web Design and Development program connect with and support the Common Career Technical Core. The Common Career Technical Core defines what students should know and be able to do after completing instruction in a program of study. The Web Design and Development Standards are crosswalked to the Information Technology Career Cluster™ and the Web and Digital Communication Career Pathway.

Crosswalk of Web Design and Development Program of Study Standards and the Nevada Academic Content Standards

English Language Arts: Language Standards

Nevada Academic Content Standards		Performance Indicators
L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	1.5.2

English Language Arts: Reading Standards for Literacy in Science and Technical Subjects

Nevada Academic Content Standards		Performance Indicators
RST.11-12.1	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.	3.1.3; 4.6.5
RST.11-12.2	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.	2.1.3; 3.1.2; 4.4.2, 4.4.6, 4.5.1, 4.6.1; 5.2.4
RST.11-12.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.	4.6.4
RST.11-12.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.	2.3.1, 2.5.1; 3.1.2, 3.2.5, 3.2.6; 4.4.4, 4.5.1, 4.6.1, 5.5.1, 5.5.2, 5.6.1; 6.1.1, 6.2.1, 6.2.5; 7.2.1
RST.11-12.5	Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.	3.2.1; 4.4.2, 4.4.3, 4.4.6, 5.3.5
RST.11-12.6	Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.	3.3.3; 4.4.2, 4.4.3, 4.4.6, 6.3.1
RST.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.	3.2.5, 3.2.6; 4.3.1, 4.3.5, 4.5.2; 5.5.2
RST.11-12.8	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.	3.3.3; 4.4.3, 4.4.6; 6.3.5

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RST.11-12.9	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.	2.2.5; 4.6.2, 4.6.5; 5.2.4 5.6.2; 7.4.1, 7.4.2
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English Language Arts: Speaking and Listening Standards

Nevada Academic Content Standards		Performance Indicators
SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	2.5.4; 4.4.1; 5.6.3
SL.11-12.1a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	1.1.1, 1.1.2, 1.2.1, 1.2.4 1.4.2, 1.5.2
SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	1.1.1, 1.1.2, 1.2.1, 1.2.4 1.4.2; 2.4.4; 3.2.6
SL.11-12.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	2.4.4; 3.3.3; 6.3.1
SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	1.1.1, 1.1.2, 1.2.1, 1.2.4 1.4.2, 1.5.2; 4.6.5; 6.3.1 5.6.3
SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	6.3.1

English Language Arts: Writing Standards for Literacy in Science and Technical Subjects

Nevada Academic Content Standards		Performance Indicators
WHST.11-12.1	Write arguments focused on discipline-specific content.	3.2.3; 4.4.8
WHST.11-12.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.	2.3.2, 2.4.1, 2.4.2; 3.3.2 4.4.1, 4.6.1, 4.6.4; 5.1.1 5.2.1, 5.2.8, 5.3.1, 5.4.3 6.1.2, 6.1.4, 6.1.5, 6.2.4 7.1.2, 7.2.2, 7.2.4
WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	1.2.5, 1.4.1; 2.4.2; 4.4.1 4.4.4, 4.4.5, 4.4.7, 4.4.8 4.6.4; 5.1.1, 5.2.1, 5.3.1 6.1.2, 6.1.4, 6.2.4, 6.2.5

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WHST.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	1.4.4; 4.4.5, 4.4.7
WHST.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	1.4.5; 2.4.5; 4.4.1, 4.4.4
WHST.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	2.1.1, 2.3.3, 2.5.3; 3.1.1 3.2.1; 4.6.5; 7.3.1, 7.3.2 7.4.2
WHST.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	1.1.2, 1.1.3, 1.4.2, 1.4.3 1.5.2; 2.1.2, 2.3.3; 3.2.8 5.6.2; 6.1.5; 7.3.1, 7.3.2
WHST.11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.	2.5.3; 3.2.8, 3.3.3; 5.1.1 5.2.1, 5.2.8; 6.1.3; 7.2.2 7.2.3
WHST.11-12.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	4.4.5, 4.4.7, 4.4.8

Alignment of Web Design and Development Standards and the Mathematical Practices

Mathematical Practices	Web Design and Development Performance Indicators
1. Make sense of problems and persevere in solving them.	4.3.2-4.3.4 6.2.3, 6.3.3 7.1.3
2. Reason abstractly and quantitatively.	2.5.3; 7.1.3
3. Construct viable arguments and critique the reasoning of others.	5.1.4
4. Model with mathematics.	4.5.6; 5.3.2
5. Use appropriate tools strategically.	4.5.4-4.5.6; 7.1.3
6. Attend to precision.	7.1.3
7. Look for and make use of structure.	4.2.1-4.2.5, 4.3.2, 4.4.8, 4.5.5, 5.1.4
8. Look for and express regularity in repeated reasoning.	4.3.4

Alignment of Web Design and Development Standards and the Science and Engineering Practices

Science and Engineering Practices	Web Design and Development Performance Indicators
1. Asking questions (for science) and defining problems (for engineering).	5.1.4, 5.2.5, 5.2.6; 7.1.3
2. Developing and using models.	7.4.1
3. Planning and carrying out investigations.	7.2.2, 7.2.3
4. Analyzing and interpreting data.	6.3.5
5. Using mathematics and computational thinking.	5.1.3-5.1.5; 5.2.1-5.2.8, 5.3.2 5.3.6; 7.1.1, 7.1.3
6. Constructing explanations (for science) and designing solutions (for engineering).	7.1.1-7.1.3
7. Engaging in argument from evidence.	7.2.2, 7.2.4
8. Obtaining, evaluating, and communicating information.	5.4.1-5.4.4

Crosswalks of Web Design and Development Standards and the Common Career Technical Core

Information Technology Career Cluster	Performance Indicators
1. Demonstrate effective professional communication skills and practices that enable positive customer relationships.	1.3.3, 1.4.1; 3.3.1; 6.3.1
2. Use product or service design processes and guidelines to produce a quality information technology (IT) product or service.	4.2.1-4.2.5
3. Demonstrate the use of cross-functional teams in achieving IT project goals.	5.6.3
4. Demonstrate positive cyber citizenry by applying industry accepted ethical practices and behaviors.	3.2.1-3.2.8
5. Explain the implications of IT on business development.	6.3.5
6. Describe trends in emerging and evolving computer technologies and their influence on IT practices.	7.2.1-7.2.4, 7.3.1, 7.3.2 7.4.1, 7.4.2
7. Perform standard computer backup and restore procedures to protect IT information.	4.2.5; 5.6.3
8. Recognize and analyze potential IT security threats to develop and maintain security requirements.	3.2.1-3.2.8
9. Describe quality assurance practices and methods employed in producing and providing quality IT products and services.	3.3.3; 4.4.6
10. Describe the use of computer forensics to prevent and solve information technology crimes and security breaches.	3.2.1-3.2.8
11. Demonstrate knowledge of the hardware components associated with information systems.	
12. Compare key functions and applications of software and determine maintenance strategies for computer systems.	5.6.1-5.6.3

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Web and Digital Communications Career Pathway	Performance Indicators
1. Analyze customer requirements to design and develop a Web or digital communication product.	6.3.1-6.3.5
2. Apply the design and development process to produce user-focused Web and digital communications solutions.	2.2.1-2.2.5, 2.4.5; 4.1.1-4.1.2, 4.3.1-4.3.5, 4.4.1-4.4.6, 4.5.1-4.5.6; 5.2.1-5.2.7
3. Write product specifications that define the scope of work aligned to consumer requirements	3.3.3, 7.1.3
4. Demonstrate the effective use of tools for digital communication production, development and project management.	5.2.1-5.2.7, 5.4.1-5.4.4 5.5.1-5.5.3, 7.2.3, 7.2.4
5. Develop, administer, and maintain Web applications.	6.2.1-6.2.5, 6.3.1-6.3.5
6. Design, create and publish a digital communication product based on customer needs.	5.1.1-5.1.5, 5.2.1-5.2.8 5.3.1-5.3.5, 5.4.1-5.4.4
7. Evaluate the functionality of a digital communication product using industry accepted techniques and metrics.	4.6.1-4.6.5
8. Implement quality assurance processes to deliver quality digital communication products and services.	6.2.3, 6.3.2, 6.3.3
9. Perform maintenance and customer support functions for digital communication products.	6.3.1-6.3.5
10. Comply with intellectual property laws, copyright laws and ethical practices when creating Web/digital communications.	3.1.1-3.1.4 3.3.1-3.3.3