UNITED INDEPENDENT SCHOOL DISTRICT
AGENDA ACTION ITEM

TOPIC: Approval to Grant High School Credit for Students who take Touch Systems Data Entry (Keyboarding) in Middle School.

SUBMITTED BY: Alicia G. Carrillo   **OF:** CTE Director

APPROVED FOR TRANSMITTAL TO SCHOOL BOARD: _____

DATE ASSIGNED FOR BOARD CONSIDERATION: January 18, 2012

RECOMMENDATION:

Administration recommends that the Board approve granting 1/2 credit towards high school graduation for middle school students who enroll, and successfully complete, the Touch Systems Data Entry class (formerly Keyboarding), effective with the 2012-13 school year.

RATIONALE:

Touch Systems Data Entry (TSDE) is a ½-1 credit high school course offered to UISD eighth graders.

According to Chapter 74 Subchapter C of the Texas Administrative Code Section 26 b: " Districts may offer courses designated for Grades 9-12 in earlier grade levels."

Touch Systems Data Entry was developed by the State of Texas as part of the new curriculum for CTE and implemented the Fall of 2010 by the State of Texas. TSDE replaces the former Keyboarding class.

Students in Touch Systems Data Entry apply proper keyboarding techniques to input data when using the computer, develop speed and accuracy, format documents including personal and business letters, reports, outlines and compositions, and prepare business documents using effective communication. Additionally, all students in TSDE will be assessed at the end of the year with the Technology Assessment required by No Child Left Behind.

Approval of Touch Systems Data Entry for credit in middle school will benefit UISD middle school students by giving them more flexibility to take elective courses in high school.

Please see attached TEKS.

BUDGETARY INFORMATION

There will be no impact on budget because the course is currently being offered at all UISD Middle Schools; however, students are not currently earning high school credit.

§130.113. Touch System Data Entry (One-Half to One Credit).

(a)   General requirements. This course is recommended for students in Grades 9-10.

(b)   Introduction. Students apply technical skills to address business applications of emerging technologies. Students enhance reading, writing, computing, communication, and reasoning skills and apply them to the business environment. Students will need to apply touch system data entry for production of business documents.

(c)   Knowledge and skills.

   (1)   The student applies the proper keyboarding technique to input data when using the computer. The student is expected to:

      (A)   demonstrate correct posture and position while conducting data entry;

      (B)   display proper care and operation of equipment used;

      (C)   apply the correct touch-system techniques for operating alphabetic keys;

      (D)   demonstrate the correct touch-system techniques for operating numeric and symbol keys;

      (E)   use the correct touch-system techniques for operating the ten-key numeric pad; and

      (F)   correctly use the command and function keys.

   (2)   The student formats and prints documents such as personal and business letters, short reports, outlines, and compositions. The student is expected to:

      (A)   demonstrate the ability to work from printed, rough-draft, statistical, handwritten, and unarranged material;

      (B)   demonstrate the ability to compose at the keyboard;

      (C)   demonstrate the ability to proofread;

      (D)   identify the parts of a personal and business letter;

      (E)   format personal and business letters and envelopes;

      (F)   format all pages of a report, including a title page, reference page, and bibliography;

      (G)   format an outline; and

      (H)   demonstrate mastery of basic grammar, including using punctuation marks, keying numbers and symbols, and using capitalization when composing.

   (3)   The student applies correct techniques for the touch-system of operating the keyboard to develop speed and accuracy. The student is expected to:

      (A)   display improvement in speed and accuracy;

      (B)   develop the ability to proofread and edit writing for proper voice, tense, and syntax, assuring that it conforms to standard English, when appropriate;

      (C)   implement the backspace key to correct errors;

      (D)   apply speed and accuracy in production of documents; and

      (E)   demonstrate mastery of basic grammar, including using punctuation marks, capitalization, and correct sentence structure.

   (4)   The student prepares business documents using effective communication. The student is expected to:

      (A)   interpret and follow directions to produce documents;

      (B)   demonstrate proficiency in business English, spelling, and proofreading;

      (C)   identify and apply correct format for business correspondence and documents; and

      (D)   demonstrate concepts and processes to employ the appropriate steps in document production.

   (5)   The student improves level of proficiency in producing complex word-processing business documents. The student is expected to:

      (A)   refine work habits; and

        (B)   improve techniques, speed, and accuracy in document production.

(6)   The student solves problems using document processing skills. The student is expected to:

        (A)   identify criteria for selection and evaluation of word-processing software;

        (B)   analyze proper placement, format, and priority of completion;

        (C)   produce business correspondence such as manuscripts, tables, reports, legal documents, and business forms; and

        (D)   compose a variety of business documents under timed situations.

(7)   The student develops advanced word-processing skills. The student is expected to:

        (A)   perform advanced word-processing functions such as creating newspaper-style columns, inserting section breaks, creating templates, selecting styles, applying auto formatting, using borders and shading, defining page setup, converting document formats, searching files, addressing envelopes, creating labels, using mail merge, and customizing the desktop by using toolbars, menus, and shortcut keys; and

        (B)   apply layout and design concepts in desktop publishing, including graphics, fonts, text boxes, frames, and tables.

(8)   The student develops the technology and social skills necessary to work in an office environment. The student is expected to:

        (A)   create and present a visual and oral report using text and graphics;

        (B)   prepare and distribute personalized correspondence using mail merge and electronic mail;

        (C)   relate the social ramifications of computer applications to privacy, values, and ethics;

        (D)   enhance overall office productivity by responsible use of computer systems;

        (E)   develop human-relation skills for working in a team environment; and

        (F)   participate in student leadership activities.