

## Teach Access Curriculum Development Awards

### Overview

The Teach Access collaboration was established in 2016 to foster the teaching of accessible technology design and development to undergraduates in computer science, design, human computer interaction, user experience research, and related fields.

Technology industry representatives, academic partners, and leaders of major disability advocacy organizations have joined together to implement meaningful mechanisms for achieving our mission. The list of Teach Access members and supporters can be seen [here](#). Together, we believe that a more technologically accessible future depends on the creation of an accessibility-aware workforce, starting with post-secondary learning opportunities.

To accelerate the creation and delivery of accessibility-infused college curricula, Teach Access will be providing direct awards to full-time, part-time, adjunct faculty, or instructional staff at US-based institutions of higher education (community colleges or four-year universities). Twenty awards of \$5,000 each will be given to faculty to develop modules, presentations, exercises or curriculum enhancements or changes that introduce the [fundamental concepts and skills](#) of accessible design and development into their existing traditional, classroom-based courses (online courses will be addressed in future competitions). Ten of the awards are reserved for faculty at New York City-based academic institutions. The online application is available [here](#) and is due by June 4 at 5pm ET.

The awards are intended to foster innovative ways of incorporating the teaching of accessible technology into existing courses, rather than triggering development of completely new courses. To expand the impact of the awards, award recipients will be required to present their work at appropriate venues within their institutions as well as publicly on the Teach Access website. Awardees are also encouraged to present their innovative work at conferences, symposia, and workshops.

### Measuring results

Upon completion of their courses, faculty awardees will provide summary reports on their curriculum development, student outcomes, institutional response, and the perceived effectiveness of their presentations as well as an evaluation of the Curriculum Development project and its effectiveness. Based on periodic outreach and these final reports, these evaluations will determine whether and how the Curriculum Development awards will be expanded in subsequent years.

Teach Access will maintain a database of awardees' newly enhanced curricula which will include detailed information on the development and presentation of the material. The project will track the use of the database by other faculty at other institutions and will request reporting of curriculum material use by visitors to the site.

Pre- and post-testing of students' knowledge about the subject matter will be required of award recipients, with Teach Access providing a small, basic set of key questions. The results of these tests will be matched against the varied approaches the faculty are using to teach the material, and an analysis of the student outcomes based on presented material will be a highlight of the project's final report and recommendations.

Students who have been exposed to inclusive design and development concepts through this project will be invited to join an online community with Teach Access industry members for future job opportunities, for networking among the students themselves, and for determining whether and how the students' exposure to inclusive curricula is being carried into their professional and post-graduate work lives.

Ultimately, the project's success will be measured by the level of accessibility of technology introduced into the market in the coming years and decades.

### **Required activities and deliverables**

- It is the expectation that course materials developed as a result of these awards will be made broadly available. Course materials will be posted on the Teach Access website for use by other faculty, and proper citation of the authors of the original materials will be required when reused.
- Award recipients will be required to show evidence that they have made at least one presentation of their new course components to other faculty and administrators within their institutions, via appropriate mechanisms such as faculty meetings, school-wide presentations, department meetings, central curriculum-sharing tools, or similar means.
- Pre- and post-testing of students will be required of award recipients; Teach Access will provide a simple, basic set of key questions about technology accessibility. Results of the tests will be anonymous and will not be used to determine student grades for their respective courses.
- Faculty awardees will be asked to submit to Teach Access a summary report on their curriculum development, student outcomes, institutional response, and the perceived effectiveness of their presentations as well as an evaluation of the award project process and its effectiveness.

### **Outreach and tracking of effects**

- Teach Access members will promote the awards, the recipients, and their results widely, on the largest social media platforms in the world.
- Faculty will not be expected to track students post-graduation; however, industry members of Teach Access will offer to accept resumes and contact information from students for possible future employment opportunities and ongoing research.

## Project funding and support

- Financial support for the awards is being provided by the Reader's Digest-Partners for Sight Foundation, The New York Community Trust, and corporate members of Teach Access.
- Teaching resources (standards, guidelines, and best practices) will be provided by Teach Access to assist awardees in their course enhancement activities.
- The Silicon Valley Community Foundation is the fiscal agent for Teach Access and will be managing the dispersal of funds to faculty.

## Limitations

- Awards are not intended to trigger development of completely new courses but rather innovative ways of incorporating the fundamentals into existing courses.
- No institutional overhead or indirect costs will be allowed.
- Proposals must include an explanation of how award funds will be spent, and award recipients will be expected to use the funds appropriately to further the mission of Teach Access.
- These awards are focused on enhancing the *content* of courses to address accessibility knowledge, not on the *format or delivery* of the content. While making learning materials more accessible is a goal of many other notable initiatives, Teach Access is not focused on making courseware more accessible to students with disabilities. [See this link for a selection of resources](#) for how to make education more technologically accessible.
- If award recipients do not teach the courses proposed for enhancement, funds must be returned.

## Timeline

- April 16, 2018 - Call for Proposals available
- June 4, 2018 - Submissions due at 5pm ET
- June 5-22, 2018 - Review process
  - Proposals will be reviewed by a panel of active Teach Access members (including representatives from academia, industry, and advocacy).
- June 25, 2018 - Awards announced to recipients
- July 2, 2018 - Awards announced to public
- July, August 2018 - Curriculum enhancements developed
  - Resources (standards, guidelines, best practices, tutorials, etc.) will be provided by Teach Access to awardees and other visitors to the Teach Access website.
  - Awardees prepare modules, lectures, classroom activities, or other components to be added to existing syllabi.
- Fall 2018-Spring 2019 - Teach curriculum
  - Awardees incorporate newly developed materials in courses during the Fall/Winter 2018/2019 or Spring 2019 semesters.

- Awardees conduct pre- and post-testing of students' knowledge about the subject (using the set of questions provided by Teach Access).
- June 2019 (or earlier if course has been completed)
  - Awardees show evidence that they have presented their new course components to other faculty and administrators within their institutions.
  - Awardees make course components available for reuse by other faculty, with proper citation.
  - Awardees to submit to Teach Access a summary report on their curriculum development, student outcomes, institutional response, and the perceived effectiveness of their presentations as well as an evaluation of the project process and its effectiveness.

### **Principal Point of Contact and FAQs**

For all questions related to this competition, please contact [facultygrants@teachaccess.org](mailto:facultygrants@teachaccess.org). Teach Access will maintain a public list of questions and answers during the application period, for any questions not already answered in this document.

### **Criteria for Selection**

Submissions will be judged on impact, outreach, sustainability, and evaluation plans. Faculty who have not taught accessibility topics in their courses before are particularly encouraged to apply.

### **Eligibility**

Faculty members (full-time, part-time, or adjunct) or instructional staff who meet following criteria:

- Teacher of an existing traditional, classroom-based (not online) course in computer science, design, user experience research, human-computer interaction, or related field
- Teacher at a community college or four-year university in the United States
  - Due to designated donations, ten of the awards will be reserved for faculty teaching at New York City-based institutions of higher education (the five boroughs only).

### **To apply**

[Click here](#) to fill out the application form. You will be asked to provide information about yourself, your institution, your course, your experience, and understanding of accessible technology development and design, and how your course modifications would contribute to the mission of Teach Access.