

Differences Between Section 504 and 508

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504 Program
Manager

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CCC Accessibility Center Introduction

- CCC Vision for Success “Reduce equity gaps . . . among traditionally underrepresented student groups”
- Putting the “A” in DEIA
- CCC Chancellor’s Office Shared Infrastructure Program Grant
 - CCC Technology Center
 - Butte College

CCCAC Staff

Person	Position
Dawn Okinaka	Director
Melissa Taylor	Project Manager
Christine Fundell	Program Manager - Section 508
Stephen (Alex) Marositz	Program Manager - Section 504
Lauren Miller	Alternate Media/Assistive Technology Specialist
Elisa Carrillo	Digital Content Accessibility Specialist
Tom Siechert	Procurement Accessibility Specialist
Avi Advani	Web Accessibility Specialist



CCCAC Services

- Training for a variety of CCC stakeholders
 - Self-paced
 - Live
- Guidance, resources, and support
- Workshops
- Testing CCCTC applications before deployment
- Accessibility tools
- Accessibility Capability Maturity Model



Accessibility Introduction

DEIA

- Disability is inherently diverse—it is a category that includes people from every gender, race, culture, sexual orientation, geographic region, age group, and socioeconomic level.
- It's also a group to which all of us can belong at any time.

Laws, Regulations, Guidelines

- Federal Laws
 - Americans with Disabilities Act
 - Title II
 - Rehabilitation Act
 - Section 504 and 508
- State Laws and Government Codes
- Web Content Accessibility Guidelines



Accessibility Affords the Opportunity to:

**Acquire the
Same
Information**

**Engage in
the Same
Interactions**

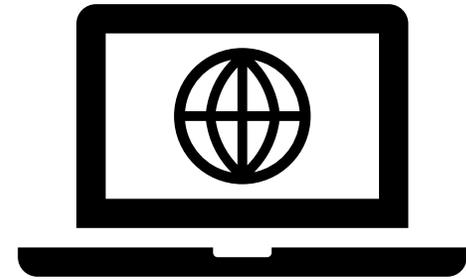
**Enjoy the
Same
Services**

Section 508

Section 508 Purpose

Ensures **proactive** accessibility of instructional materials, websites, and all procured Information and Communication Technology (ICT), which includes much of the campus experience

- Web
- Procurement
- Digital Content

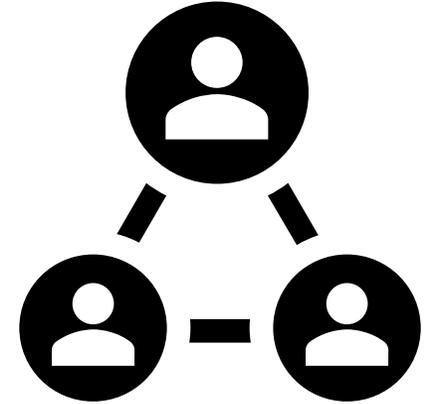


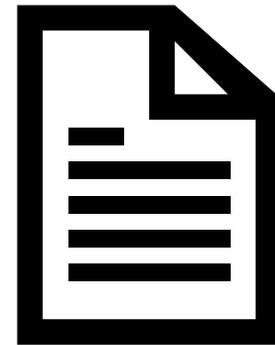
Section 508 Pertains To:

- Digital documents and presentations
- Multimedia
- Email
- OER/ZTC
- LMS
- Publisher content
- LTIs
- Websites
- Library resources
- And more!

Section 508 Benefits

- Accounts for those not documented/disclosed/aware
- Thoughtful inclusion
- Learning styles, preferences, and constraints
- Usability





Inclusive Syllabus Language

- Signal to all students that discussion about individual differences in learning, barriers, and ways to maximize access is welcome
- Sends a positive message about diversity and equity
- “I am committed to creating an inclusive learning environment. If you experience any barriers to learning in this course, please discuss your concerns with me.”

Getting Started with 508 in 3 Easy Steps

1. Start with new content
2. Replace the worst of the worst
3. Prepare for Equally Effective Alternate Access



1. Start With New Content

- Create accessible documents
- Use plain language
- Check for captioned multimedia
- Use multiple file formats for documents/articles as available (HTML and PDF, for example)
- Add alt text to images as you go
- Use accessibility checkers

Replace the Worst of the Worst

- What content is causing usability issues?
- Examples:
 - Color contrast
 - Scanned copies of text
 - Complex images, images of text, graphs without description

3. Prepare for Equally Effective Alternate Access

- Proactively plan alternate solutions for accessibility barriers based on disability group
 - How can someone who cannot access certain course technology or materials achieve the same learning outcomes?
 - 508 “Best Meets” Exception
- Bridge to Section 504



Section 504

Section 504 Purpose

Protects students with disabilities

- It defines the rights of individuals with disabilities to participate in, and have access to, program benefits and services.

Section 504 Benefits:

- Persons with a physical or mental impairment which substantially limits one or more major life activities.
- The college

Why Does it Matter?

- In 2016, using the U.S. Department of Health and Human Services six-question set, one in four (61 million) U.S. adults reported any disability
- In the United States, people with disabilities are twice as likely to live in poverty as the general population. About 30% of people with disabilities live below the poverty line, according to a [US Senate report in 2014](#)

121,748

CCC Students with Disabilities (SWD)



A SWD is an enrolled person with a verified disability which limits one or more major life activities resulting in an educational limitation.

- Has record of or is regarded as having a disability

Think Student Success

If it helps, think of students with disabilities as first-generation college students:

- May not know what to expect from college
- College is different from High School
- Provide a more in-depth orientation for students with disabilities (and other underserved groups) to support their transition to higher education.
- Establish supportive networks and mentor
- Point out resources the students may need to succeed at school.

College Responsibility

- It is College's responsibility to provide these auxiliary aids and services in a timely manner to ensure effective participation by students with disabilities.
- If students are being evaluated to determine their eligibility under Section 504 or the ADA, the recipient must provide auxiliary aids in the interim.

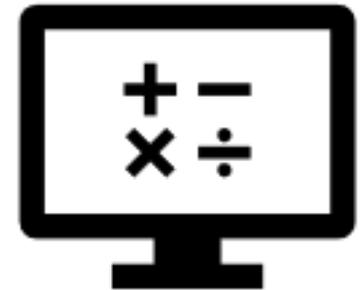
CCCAC's Role in Auxiliary Aides and Services

Training and guidance in:

- Assistive Technology
- Alternate Media

Assistive Technology

Assistive technology is a generic term that includes a variety of products, devices, and software applications used by individuals with disabilities to participate.



Blindness

- [Screen Readers](#)
- Refreshable Braille Displays



Low Vision

- Low vision isn't a single disability. It is a broad category encompassing many different conditions, with varying degrees of impairment.
- Here is an introduction to [screen enhancement software](#).

Mobility Disabilities, Switch Access

- Mobility disabilities affect a person's ability to move independently and purposely.
 - E.G., missing limbs, multiple sclerosis, cerebral palsy, stroke, partial or complete paralysis, or arthritis
- [Switch Access, Speech Synthesis and Alternative input.](#)

Cognitive Disabilities

Things to Consider:

- Limited Comprehension
- Low Tolerance for Cognitive Overload
- Limited Problem-Solving Skills
- Short Term Memory Loss
- Attention Deficit

Speech Disabilities

- Aided augmentative and alternative communication systems rely on the use of an electronic or non-electronic tool and the person's body. Tools can range from communication books and boards, to pen and paper, to electronic devices that produce computer-generated voices.
- Here is an example of [Aided AAC](#)

Alternate Media

Some best practices to streamlining the production of alternate formats include:

- Adopting accessible instructional materials
- Identifying textbooks well in advance of campus bookstore deadlines
- Notifying students to submit requests as early as possible

Comparison of 508 and 504

508

- Planned, ongoing effort
- Available to all
 - Selecting videos with captions
 - Selecting articles available in a variety of formats
 - Preparing Equally Effective Alternate Access

504

- Immediate resolution
- Individualized access
 - Providing captioned videos to a specific student
 - Providing articles to DSPS for conversion
 - Accommodating a specific student for a specific learning objective

Upcoming CCCAC Activities

- 8/23: [WebAIM Strategic Digital Accessibility](#)
- 9/7: [Monthly Training: PopeTech Web](#)
- 9/13 and 9/14: [WebAIM Developer and Designer Training](#)
- 9/20: [WebAIM Creating Accessible Images and Text Alternatives](#)
- [WebAIM Document Accessibility Training \(Self-Paced\)](#)
- [Accessibility Capability Maturity Model \(ACMM\)](#)
- [CCC Community of Accessibility Allies \(C4A2\) Listserv](#)

[Self-Paced Training for Faculty \(link\)](#)

- [WebAIM Accessible Documents Training](#)
- Video Captioning
- Accessibility Basics
- Pope Tech Instructor Accessibility Guide
- STEM Accessibility in Canvas
- Shire Basics
- Shire Advanced

Additional Self-Paced Training (Link)

- Introduction to Alternate Media
- Introduction to Braille
- Introduction to Kurzweil 3000
- Alternate Media Production Manual
- Workflows for PDF Remediation: Understanding the Barriers
- Workflows for PDF Remediation: PDF Accessibility Checking



Contacting the CCCAC

- accessibility@ccctechcenter.org
- www.cccaccessibility.org
- [Listservs](#)
- [Vision Resource Center](#)



