

Differences Between Section 504 and 508



ACADEMIC SENATE
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California
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Accessibility Center



Presenters

- Christine Fundell joined the California Community Colleges Accessibility Center as the inaugural 508 Program Manager in October 2022. Christine has been committed to accessibility in higher education for over 15 years, with focus on developing policies, procedures and best practices to ensure digital inclusion of all students, faculty and staff.
- Stephen Marositz (Alex) Joined the CCC Accessibility Center in November 2022. He has over 15 years experience in higher ed, including 12 years and a community college, both in assistive technology services for students with disabilities and in overall accessibility compliance for the institution.

Learning Objectives

1. Articulate the difference between Sections 504 and 508 of the Rehabilitation Act
2. Understand the distinction between accessibility and accommodation and why this distinction is important for students and faculty
3. Consider a plan for equally effective alternate access for assignments and activities for content that is not completely accessible.

20% of the U.S. Population Has a Disability

Race	% of US Population	% w/1+ disability
Black or African American	13.60%	25.00%
Asian	6.10%	10.00%
Native Hawaiian and Other Pacific Islander	0.30%	16.67%
American Indian and Alaska Native	1.30%	30.00%
Hispanic or Latino	18.90%	16.67%
White	56.90%	20.00%
Two or More Races	2.90%	unknown
Totals	100.00%	26.00%

Think Student Success

- 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.
- Think of students with disabilities as first-generation college students:
 - May not know what to expect from college
 - College is different from high school

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 Benefits

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

Section 508 Pertains To:

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

Getting Started with 508

- Start with new content
 - Create accessible documents
 - 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
 - Scanned copies of text
- Prepare for Equally Effective Alternate Access

Section 504

No otherwise qualified person with a disability in the United States...shall, solely by reason of disability,

- be denied the benefits of,
- be excluded from participating in,
- be subjected to discrimination

under any program or activity receiving federal financial assistance.

121,748

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

Accommodations Examples

- The provision of assistive technology
- ASL interpreters or real time captioners
- Note-taking assistance
- Lab assistance for courses with hands-on tasks

Determining Accommodations

- Interactive process
- DSPS = liaison with faculty and staff including agreement on accommodations

Academic Accommodation Plan

- Each college shall generate an Academic Accommodation Plan (AAP)
- Maintain a record of the interactive process between each DSPS student and a DSPS certificated staff member regarding the accommodations/instruction necessary

Accessibility and Accommodation in Courses

- What is the plan for Equally Effective Alternate Access?
 - Does it apply?
- What are possible accommodations?
 - Is this a fundamental alteration?

Discussion

1. Are closed captioned videos an example of being proactive, or are they considered an accommodation for students with disabilities?
2. Why is it important to understand the difference between being proactive and providing accommodations?
3. How can you plan equally effective alternate access in your existing courses?

Upcoming Events

- ASCCC Accessibility Webinars
 - Monday, April 10 11-12: “The Big 7: Online Course Accessibility Basics”
 - Monday, May 12 11-12: “Accessibility = Student Success”
- Accessibility Center Office Hours
 - Thursday, March 23 1-2 pm: Print Disabled Students
 - Thursday, April 13 1-2 pm: Peer Notetaking
 - Thursday, April 27 1-2 pm: Free/Low-Cost Tools

Additional CCCAC Activities

- Accessibility Center Summer Workshop
 - June 13
- WebAIM Trainings
 - April 19 & 20, 10-3: Web Accessibility for Content Creators
 - May 24 & 25, 10-3: Web Accessibility for Developers and Designers
- WebAIM Document Accessibility (Self-Paced)
 - <https://webaim.org/training/online/ccc/course/registration>
- Accessibility Capability Maturity Model (ACMM)

Listservs

- [CCC Accessibility Center Mailing List](#)
- [CCC-Web-Accessibility](#)
- [Alternate Media List](#)
- [CCC-A11Y-Community](#)
- Mailing Lists:
<https://cccaccessibility.org/resources/mailing-lists>

Additional Resources and Contact Info

- info@asccc.org
- accessibility@ccctechcenter.org
- CCCAC Website: cccaccessibility.org
- Vision Resource Center
- Listservs