Domain I: Disabilities, Challenges, and Assistive Technologies

Subsection: Disability Demographics & Statistics

- Global prevalence:

• World Health Organization (WHO, 2022): ~1.3 billion people (≈16% of the world’s population) experience significant disability.

• Disabilities are part of natural human diversity; prevalence increases with age.

- Regional and national variation:

• Prevalence rates differ due to demographics, healthcare, reporting standards, and cultural definitions.

• High-income countries report higher prevalence in older populations due to longevity.

• Low- and middle-income countries report higher unmet needs for healthcare and assistive technology.

- Trends and implications:

• Disability prevalence is rising worldwide due to aging populations and increases in chronic health conditions.

• Digital access is increasingly critical: people with disabilities are disproportionately excluded from employment, education, and civic life when ICT is not accessible.

• Accessibility is both a rights-based and economic imperative: excluding ~16% of the population reduces workforce participation and consumer reach.

- Assistive technology access:

• WHO estimates only 1 in 10 people globally who need assistive technology have access to it.

• AT gaps are most pronounced in low- and middle-income countries.

- Disability statistics in specific contexts:

• United States: ~27% of adults report a disability (CDC, 2023).

• European Union: ~24% of adults aged 16+ report limitations due to health problems (Eurostat).

• Canada: ~27% of adults report at least one disability (Statistics Canada, 2022).

- Exam focus:

• Candidates must recognize that disability is widespread, normal, and growing.

• Expect scenario questions that test your ability to connect prevalence to policy and design imperatives (e.g., why universal design is not niche but mainstream).

Key CPACC alignment:

- BoK Domain I.D (Disability Demographics and Statistics)

- Exam Outline I.D (Understand data trends and implications of disability demographics/statistics)

Domain I: Disabilities, Challenges, and Assistive Technologies

Subsection: Disability Demographics & Statistics

- Global prevalence and framing

• ~1.3B people worldwide (≈16%) experience significant disability. Disability is part of normal human diversity and increases with age.

• Causes of growth: aging populations; chronic conditions; conflict and environmental factors; survivability of conditions that previously reduced lifespan.

- Variation and interpretation

• Reported rates vary by country because of demographics, definitions, survey methods, stigma, and access to diagnosis/support.

• High-income regions show higher prevalence in older cohorts; low-/middle-income regions show higher unmet needs for rehabilitation and assistive technology (AT).

- Implications for ICT and policy

• Digital participation hinges on accessible design; barriers compound exclusion in employment, education, health, and civic life.

• Accessibility is a rights imperative (equal participation) and an economic imperative (workforce, customer base, innovation).

- Assistive technology access gap

• Global AT coverage is far below need; many people who could benefit lack access to devices, training, support, or funding.

• AT benefits are only realized when environments (including ICT) are designed accessibly.

- Use in exam scenarios

• Expect to connect prevalence and unmet need to universal design, procurement, and organizational policy decisions.

• Avoid “rare edge case” framing—design for the many, not the few.

Key CPACC alignment: BoK Domain I.D; Exam Outline I.D

Domain I: Disabilities, Challenges, and Assistive Technologies

Subsection: Disability Etiquette (Cross-Context)

- Person-first or identity-first language may be preferred by different individuals or communities; mirror the person’s preference and avoid assumptions.

- Speak directly to the person, not to companions/interpreters; ensure eye level alignment where feasible.

- Ask before helping; respect a “no” and never move mobility aids without consent.

- Do not touch people to guide them; offer your arm for sighted guide and describe obstacles/changes in environment if accepted.

- When speaking with someone using an interpreter or AAC, address the person; allow time for response; do not finish sentences for them.

- Identify yourself and others when entering a room or joining a call; announce when you leave.

- In digital settings, provide agenda/materials in advance; avoid time pressure; offer multiple ways to participate (speech, chat, captions, reactions).

- Be mindful of sensory considerations (motion, flashing, audio); provide quiet alternatives and control over media.

- Treat service animals as working; do not distract them.

Common pitfalls tested: assuming incapacity; stereotyping; “inspiration” framing; unwanted assistance; ignoring communication preferences.

Key CPACC alignment: BoK Domain I.E; Exam Outline I.E

Domain I: Disabilities, Challenges, and Assistive Technologies

Subsection: Assistive Technologies & Adaptive Strategies — Overview

- Purpose of AT: bridge functional gaps by changing input, output, or interaction method; AT complements (not replaces) accessible design.

- Modalities of AT

• Input: keyboard alternatives (switch scanning, eye-gaze, head/mouth sticks), voice recognition, touch alternatives.

• Output: speech (screen readers), braille (refreshable displays), magnification, captions/transcripts, haptic alerts.

• Cognitive supports: reminders, simplified views, text-to-speech, visual organizers.

- Matching AT to barriers requires understanding the person, task, and environment; the same device may help multiple disability groups.

- Temporary/episodic disabilities: broken arm, migraine, situational noise; universal design benefits everyone.

- Organizational implications: compatibility testing, procurement (ensure assistive tech interoperability), help-desk readiness, training.

Key CPACC alignment: BoK Domain I.C (all sub-bullets); Exam Outline I.C

Domain I: Disabilities, Challenges, and Assistive Technologies

Subsection: Assistive Technologies — Visual Disabilities

- Blind/very low vision

• Screen readers: JAWS, NVDA, VoiceOver, TalkBack (navigates via semantics; requires proper headings, labels, roles, alt text).

• Refreshable braille displays: tactile output; relies on clean text alternatives and logical focus order.

• Strategies: keyboard navigation, rotor/quick nav features, skip links, heading/landmark navigation.

- Low vision

• Screen magnifiers (e.g., ZoomText), built-in zoom; high-contrast modes; large cursors; reduced motion.

• Needs: resizable text, sufficient color contrast, no text embedded as images, avoid tiny targets; maintain visible focus.

- Color vision deficiency

• Needs: do not rely on color alone; add labels, patterns, icons; ensure contrast between adjacent colors.

- Wayfinding and orientation

• Clear page titles, headings, landmarks, descriptive link text, consistent navigation, logical reading order.

Exam cues: “Which feature primarily helps screen reader users?” → semantics; “Which change helps low-vision users?” → contrast, scaling, reflow.

Key CPACC alignment: BoK Domain I.B.1 and I.C.1; Exam Outline I.B.1, I.C.1

Domain I: Disabilities, Challenges, and Assistive Technologies

Subsection: Assistive Technologies — Auditory Disabilities and Deaf-Blindness

- Auditory disabilities (partial to profound)

• Output alternatives: captions (live and prerecorded), transcripts; visual indicators for alerts.

• Devices: hearing aids, cochlear implants, bone-anchored systems.

• Communication: sign languages; video relay services; text-based chat; CART.

• Design imperatives: avoid/disable auto-play audio; provide volume and mute; supply accurate captions (punctuation, speaker labels, non-speech sounds).

- Deaf-Blindness

• Tactile channels: refreshable braille, screen readers feeding braille, tactile graphics/maps, haptic alerts.

• Redundancy: provide both text and tactile paths; ensure controls are operable with keyboard and have programmatic names/roles/values.

Exam cues: “Which format supports a deaf user who prefers silent reading?” → refreshable braille via screen reader. “Primary fix for spoken-only content?” → captions + transcript.

Key CPACC alignment: BoK Domain I.B.2–3 and I.C.2–3; Exam Outline I.B.2–3, I.C.2–3

Domain I: Disabilities, Challenges, and Assistive Technologies

Subsection: Assistive Technologies — Speech/Language Disabilities

- Barriers: voice-only IVRs, speech CAPTCHAs, meeting tools that demand mic input, lack of text alternatives.

- AT and strategies

• AAC: symbol boards, text-to-speech devices/apps.

• Text-first participation: chat, email, shared docs; type-to-speak in meetings.

• System features: custom shortcuts/macros; predictive text; dwell-clicking.

- Design guidance: ensure tasks are achievable without voice; provide text entry alternatives; avoid single-key global shortcuts that interfere with speech recognition users.

Key CPACC alignment: BoK Domain I.B.4 and I.C.4; Exam Outline I.B.4, I.C.4

Domain I: Disabilities, Challenges, and Assistive Technologies

Subsection: Assistive Technologies — Mobility, Flexibility, and Body Structure

- Barriers: mouse-only interfaces; small targets; drag-and-drop; timed interactions; gestures requiring strength/precision.

- AT and strategies

• Alternative keyboards, keyguards, one-handed layouts; switch access with scanning; eye-gaze; head/mouth pointers.

• Voice recognition for text and commands; joystick/touch alternatives; on-screen keyboards with word prediction.

- Design guidance: full keyboard operability; large targets and adequate spacing; provide non-drag alternatives; generous timeouts; avoid motion-dependent gestures or make them optional.

Key CPACC alignment: BoK Domain I.B.5 and I.C.5; Exam Outline I.B.5, I.C.5

Domain I: Disabilities, Challenges, and Assistive Technologies

Subsection: Assistive Technologies — Cognitive and Learning Disabilities

- Barriers: dense copy; inconsistent navigation; complex forms; memory load; time pressure; distracting motion.

- AT and strategies

• Text-to-speech; reading rulers/overlays; simplified views; grammar support tools.

• Reminders, checklists, chunked tasks; distraction blockers; captions to aid comprehension.

- Design guidance: plain language; consistent templates; progressive disclosure; clear affordances; error prevention and recovery; optional extended time; avoid autoplaying motion; provide summaries and examples.

Key CPACC alignment: BoK Domain I.B.6 and I.C.7 (cognitive-related), plus usability ties in Domain II; Exam Outline I.B.6, I.C.7

Domain I: Disabilities, Challenges, and Assistive Technologies

Subsection: Assistive Technologies — Seizure and Psychological/Psychiatric Disabilities

- Seizure disabilities

• Risks: flashing/strobing content (>3 flashes/second), certain high-contrast patterns.

• Design guidance: avoid hazardous flashes; offer motion-reduction; provide warnings only when avoidance is impossible (avoidance is preferable).

- Psychological/psychiatric disabilities (e.g., anxiety, PTSD, depression, bipolar)

• Barriers: aggressive popups, loud auto-audio, unpredictable navigation, heavy animation, tight time limits.

• Design guidance: calm, consistent interfaces; reduced motion options; clear progress and feedback; flexible timing; content warnings where appropriate; privacy-respecting interactions.

Key CPACC alignment: BoK Domain I.B.7–8 and I.C.6–7; Exam Outline I.B.7–8, I.C.6–7

Domain I: Disabilities, Challenges, and Assistive Technologies

Subsection: Theoretical Models of Disability — Comparison & Application

- Medical model: disability located in the individual; goal = cure/normalize. Strength: addresses clinical needs; Limit: ignores environmental barriers.

- Social model: disability arises from barriers in society; goal = remove barriers. Strength: rights-based systemic change; Limit: can understate medical realities.

- Biopsychosocial model: integrates biological, psychological, social factors; foundation for ICF; holistic planning.

- Economic model: focuses on financial/market impacts; informs policy/business cases; risk of commodifying people.

- Functional solutions model: emphasizes practical adaptations/technology; action oriented; risk of tech-solutionism.

- Social identity/cultural model: disability as identity/culture (e.g., Deaf culture); promotes belonging; not a regulatory framework.

- Charity/tragedy model: frames disability as misfortune; motivates aid but often patronizing; not aligned with rights-based practice.

Exam applications

- Match statements to models (e.g., “barriers in transit cause exclusion” → social model).

- Identify which models align with universal design and rights frameworks (social, biopsychosocial).

- Recognize why charity framing undermines autonomy and policy.

Key CPACC alignment: BoK Domain I.A; Exam Outline I.A

Domain II: Accessibility and Universal Design

Subsection: Individualized Accommodations vs Universal Design

- Individualized accommodations

• Person-specific adjustments to overcome design gaps (e.g., interpreter, extra time, personal software).

• Necessary but reactive; can be slower, stigmatizing, costly at scale.

- Universal design (UD)

• Products/environments usable by the widest range of people without specialized adaptation.

• Proactive, built-in flexibility (multiple ways to perceive, operate, understand); reduces need for later accommodations.

- When each applies

• UD first, accommodations still essential for individual needs not addressed by base design.

• Policy: design for variability up front; maintain an accommodations process for residual needs.

Key CPACC alignment: BoK Domain II.A; Exam Outline II.A

Domain II: Accessibility and Universal Design

Subsection: Benefits of Accessibility

- People outcomes: autonomy, privacy, safety, participation, reduced stigma, improved health/education/employment.

- Business outcomes: larger market reach; better SEO and performance; improved product quality; legal risk mitigation; innovation through constraints.

- Organizational outcomes: inclusive culture, retention, reputation, procurement eligibility, compliance readiness.

Exam cues: distinguish intrinsic rights-based benefits from instrumental business benefits; both matter.

Key CPACC alignment: BoK Domain II.B; Exam Outline II.B

Domain II: Accessibility and Universal Design

Subsection: ICT Accessibility Principles — WCAG Concepts (CPACC depth)

- WCAG pillars (POUR)

• Perceivable: provide text alternatives; captions/transcripts; adaptable layouts; sufficient contrast; no color-only meaning.

• Operable: keyboard access; enough time; avoid seizures; clear navigation; visible focus; bypass blocks.

• Understandable: readable/clear; predictable behavior; helpful error prevention and recovery.

• Robust: compatible with assistive technologies; use valid semantics; expose name, role, value.

- Conformance levels: A (minimum), AA (common policy target), AAA (enhanced); CPACC focuses on concepts not coding.

- Principles vs techniques: principles are normative goals; techniques are examples (not mandatory) to achieve them.

Note: Many organizations target WCAG 2.1 AA for policy; be aware of evolving guidance while answering at the conceptual level for CPACC.

Key CPACC alignment: BoK Domain II.C (WCAG 2.1 principles); Exam Outline II.C

Domain II: Accessibility and Universal Design

Subsection: Built Environment — Concepts CPACC Expects

- Common barriers: steps with no ramps; narrow doors; steep slopes; poor signage/wayfinding; lighting/glare; acoustics; inaccessible restrooms; lack of tactile/visual cues.

- Crossovers to ICT: signage legibility parallels web text contrast; wayfinding parallels headings/landmarks; acoustics parallel captions.

- Inclusive features: step-free routes; handrails; accessible parking; tactile/Braille signs; visual alarms; induction loops; adjustable furniture; quiet rooms.

Key CPACC alignment: BoK Domain II.D (built environment principles); Exam Outline II.D

Domain II: Accessibility and Universal Design

Subsection: Universal Design — Seven Principles (with digital parallels)

1. Equitable Use: same means of use whenever possible; avoid segregation. Digital: same content for all, not “separate” pages.

2. Flexibility in Use: choices in methods of use. Digital: multiple input modes (keyboard, touch, voice); captions/transcripts.

3. Simple and Intuitive Use: eliminate unnecessary complexity; consistent patterns. Digital: clear navigation, plain language.

4. Perceptible Information: communicate regardless of sensory abilities. Digital: alt text, contrast, no color-only cues.

5. Tolerance for Error: minimize hazards/consequences. Digital: confirmations, undo, error hints, forgiving forms.

6. Low Physical Effort: efficient with minimal fatigue. Digital: large targets, avoid drag/precision requirements.

7. Size and Space for Approach/Use: appropriate size/space for reach. Digital: responsive layouts, reflow, spacing for touch.

Key CPACC alignment: BoK Domain II.E; Exam Outline II.E

Domain II: Accessibility and Universal Design

Subsection: Universal Design for Learning (UDL) — Core Ideas

- Goal: design learning experiences that accommodate variability in engagement, perception, language, memory, and motor skills.

- Three principles (apply beyond schools to workplace learning and UX content)

• Multiple means of Engagement: offer choice, relevance, safe challenge, scaffolds for motivation and persistence.

• Multiple means of Representation: provide information in different modalities and levels of support (captions, transcripts, glossaries, symbols).

• Multiple means of Action & Expression: multiple ways to respond/demonstrate knowledge (speech, text, AAC; timing flexibility; tools for planning/organization).

- Practical applications in workplace and product training: self-paced modules, transcripted media, interactive alternatives to drag-only tasks, alternative assessments.

Key CPACC alignment: BoK Domain II.F (UDL and UX); Exam Outline II.F

Domain II: Accessibility and Universal Design

Subsection: Usability and User Experience (UX) — Relationship to Accessibility

- Accessibility ensures people with disabilities can perceive, operate, and understand content with assistive tech compatibility; usability ensures effectiveness, efficiency, and satisfaction for all users.

- Overlap: consistent patterns, clear language, feedback, error prevention/recovery, performance.

- Differences: an interface can be usable for many yet inaccessible to AT users; conversely, technically conformant content can still be hard to use.

- Best practice: integrate accessibility into UX research (include disabled participants), personas, journey maps, prototypes, and acceptance criteria.

Key CPACC alignment: BoK Domain II (UD/UDL/UX); Exam Outline II.F.2

Domain III: Standards, Laws, and Management Strategies

Subsection: International Declarations and Conventions

- Universal Declaration of Human Rights (UDHR): foundational human rights framework; informs equality and dignity principles behind accessibility.

- Convention on the Rights of Persons with Disabilities (CRPD): legally binding treaty promoting full participation, non-discrimination, accessibility (Article 9), education, work, political participation; requires States Parties to take appropriate measures (policy, procurement, standards).

- Marrakesh Treaty: facilitates access to published works for people who are blind/print-disabled by allowing cross-border exchange of accessible format copies.

Exam applications: identify scope (human rights vs disability-specific; binding vs aspirational); connect CRPD to policy mechanisms (standards, procurement, reasonable accommodation).

Key CPACC alignment: BoK Domain III.A; Exam Outline III.A

Domain III: Standards, Laws, and Management Strategies

Subsection: Regional Instruments

- European Union

• Charter of Fundamental Rights: prohibits discrimination; supports inclusion; informs EU legislation and directives.

- African Charter on Human and Peoples’ Rights: regional rights framework; basis for disability non-discrimination jurisprudence.

- Inter-American Convention on the Elimination of All Forms of Discrimination Against Persons with Disabilities: defines discrimination and obligations for signatory states in the Americas.

Exam cues: distinguish regional charters/conventions from national statutes; recognize their role in guiding member-state laws and directives.

Key CPACC alignment: BoK Domain III.B; Exam Outline III.B

Domain III: Standards, Laws, and Management Strategies

Subsection: National and Provincial Instruments (examples required by CPACC)

- United Kingdom: Equality Act 2010

• Consolidates anti-discrimination law; requires reasonable adjustments; covers employment and services; applies to public and private actors.

- United States: Americans with Disabilities Act of 1990 (ADA)

• Titles I–III: employment; state/local government; public accommodations. ICT obligations flow from effective communication and equal access; enforcement via DOJ/EEOC.

- Canada (Ontario): Accessibility for Ontarians with Disabilities Act (AODA) 2005 and related standards

• Phased accessibility requirements for public/private sectors; includes ICT/web standards; compliance and reporting mechanisms.

Exam focus: scope, covered entities, duty to accommodate/adjust, enforcement bodies, and how ICT requirements are derived/applied.

Key CPACC alignment: BoK Domain III.C; Exam Outline III.C

Domain III: Standards, Laws, and Management Strategies

Subsection: Domain-Specific and Procurement Laws (Conceptual)

- Domain-specific examples

• Aviation, transportation, communications, education, broadcasting—each may include accessibility provisions (e.g., captioning, relay services, accessible kiosks).

• Purpose: ensure access in critical sectors beyond general anti-discrimination law.

- Procurement examples

• Public procurement policies require goods/services to meet accessibility criteria; suppliers must demonstrate conformance (e.g., accessibility conformance reports/VPAT-style artifacts).

• Procurement drives market availability of accessible solutions and enforces lifecycle accountability.

Exam cues: distinguish sector laws (service-specific) from procurement (buying/contracting obligations); link procurement to organizational governance and vendor management.

Key CPACC alignment: BoK Domain III.D; Exam Outline III.D

Domain III: Standards, Laws, and Management Strategies

Subsection: Applying Accessibility Standards and Regulations to ICT (Conceptual Mapping)

- Standards vs laws/regulations

• Standards (e.g., WCAG) describe “what good looks like.”

• Laws/regulations reference or incorporate standards (directly or indirectly) to make requirements enforceable.

- Typical mappings

• Web/mobile: apply WCAG principles at policy-target level (often AA) to websites, apps, docs, media.

• Software/ICT: broader standards may define functional requirements for hardware, software, docs, support services (e.g., ICT procurement criteria).

• Conformance evidence: accessibility conformance reports; user testing with AT; defect backlogs and remediation plans.

- Risk and prioritization

• Focus first on issues with highest user impact and legal risk (non-keyboard-accessible controls, missing alternatives, blocked tasks).

Key CPACC alignment: BoK Domain III.E; Exam Outline III.E

Domain III: Standards, Laws, and Management Strategies

Subsection: Integrating ICT Accessibility Across the Organization

- Resources and governance

• Policy: set scope, targets, accountability, and exceptions process.

• Roles: executive sponsor/champion; accessibility program manager; product owners; design/dev/test leads; legal/procurement; training; support.

- W3C WAI recommendations

• Use guidance on planning, policies, training, evaluation methods, and involving users with disabilities.

- Maturity models

• Use an accessibility maturity model to assess current state (ad-hoc → repeatable → defined → managed → optimizing) and plan improvements (metrics, KPIs).

- Evaluation strategies

• Layered approach: automated checks, expert manual review, AT user testing, analytics/telemetry, defect management; integrate into SDLC with gates.

- Recruiting and hiring

• Inclusive job descriptions and processes; reasonable accommodations; accessible tools and assessments; build disability representation into teams.

- Communication and change management

• Executive messaging; success stories; office hours; champions networks; clear channels for reporting issues.

- Legal and public relations

• Track compliance posture; respond to issues transparently; maintain remediation plans and public statements where appropriate.

- Procurement processes

• Embed accessibility requirements in RFPs/contracts; require conformance evidence; pilot with AT users; include remediation clauses and SLAs.

Key CPACC alignment: BoK Domain III.F (1–10); Exam Outline III.F (1–10)

Domain I–III: Exam Strategy (CPACC-Style Scenarios and Pitfalls)

- Question patterns

• “Which model best matches this statement?” → map to model keywords (cure/treatment → medical; barriers → social).

• “Which action benefits [user group] most?” → pick the option that removes the barrier at its source (design fix) rather than workarounds.

• “Which policy/standard applies?” → distinguish human-rights instruments, national laws, sector laws, procurement, and standards.

- Distractor traps

• Over-engineering (AAA when AA concept is asked).

• “Color contrast” offered for a screen-reader problem (mismatch of barrier and fix).

• Confusing accommodation with universal design; choosing charity-framed answers.

- Time management and reading

• Read the stem first for goal/constraint; eliminate two distractors quickly; choose the option that maximizes inclusion and aligns with principles.

Use: for final review and timed drills; aim for scenario reasoning, not memorization alone.

Domain II: Accessibility and Universal Design

Subsection: WCAG Awareness — Conceptual Differences Between 2.1 and 2.2 (CPACC depth)

- CPACC concept focus remains the WCAG principles (POUR) and level concepts; however, awareness of 2.2 helps reasoning about modern patterns.

- What changed from 2.1 to 2.2 (high level — no coding required):

• New success criteria to reduce cognitive/motor barriers (examples): Focus Not Obscured, Focus Appearance, Dragging Movements, Target Size (Minimum), Consistent Help, Redundant Entry, Accessible Authentication (Minimum/Enhanced).

• Parsing (4.1.1) removed from 2.2.

- How to use this in CPACC answers:

• Keep reasoning anchored to POUR and user impact (keyboard visibility, large targets, simpler auth, avoid drag-only actions).

• If an option references any of the above improvements, treat it as aligned with current best practice while still answering at the 2.1 conceptual level if the question explicitly says “WCAG 2.1”.

Domain III: Standards, Laws, and Management Strategies

Subsection: EU Accessibility Landscape — EAA vs Web Accessibility Directive vs EN 301 549 (Conceptual)

- Web Accessibility Directive (2016/2102):

• Scope: public sector websites and mobile apps in EU Member States.

• What it drives: public bodies must make web/mobile content accessible; monitoring/reporting by Member States.

- European Accessibility Act (Directive 2019/882):

• Scope: accessibility requirements for certain PRODUCTS & SERVICES (e-commerce, e-readers, banking, telecom, transport ticketing, etc.) placed on the EU market, including private sector providers.

• Effect: market access requirements; applies to non-EU companies selling into the EU for covered areas.

- EN 301 549 (harmonized ICT standard):

• What it is: technical standard referenced in EU policy contexts to operationalize accessibility requirements across software, web, documents, hardware, and support services.

• Relationship: often the go-to technical yardstick (strong alignment with WCAG for web/software) when demonstrating conformity under EU rules.

- Exam reasoning:

• Regional instruments set rights; directives set obligations; EN 301 549 provides technical detail for ICT conformance evidence.

• Distinguish “public sector web/app” (WAD) from “broader product/service market” (EAA).

Domain III: Standards, Laws, and Management Strategies

Subsection: United States — ADA Title II Web/Mobile Rule vs Section 508 (Conceptual)

- ADA (Title II — state and local governments):

• Legal frame: civil rights law requiring equal access and effective communication.

• Web/mobile rulemaking anchors conformance expectations for public entities’ digital services (conceptually mapped to WCAG AA).

• Enforcement: DOJ; applies to states/localities and their programs/services.

- Section 508 (US Federal ICT procurement/use):

• Legal frame: federal procurement/ICT use requirements for agencies and vendors selling to them.

• Technical basis: incorporates WCAG AA for web/software/docs/media in federal contexts (ICT acquired, developed, maintained, or used by federal agencies).

• Enforcement: administrative/complaint processes; procurement leverage.

- Exam reasoning:

• Title II = civil rights access to government services; 508 = federal ICT procurement/usage standard.

• Both point toward WCAG-aligned outcomes; scope, entities, and enforcement differ.

accessibility requirements across software, web, documents, hardware, and support

Domain III: Standards, Laws, and Management Strategies

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