

Please check the correct response. If "No" is checked in any category, please explain in detail the circumstances surrounding that section on the back of this page. If you need more room, please attach a separate piece of paper to this one and return to "Las Positas College, Attn: xxxx, 3033 Collier Canyon Rd., Livermore, California 94551." If you have a question regarding any category on this page, please refer to www.laspositascollege.edu/accessibility. Document must be signed on opposite side to be valid.

| Compliant | Requirement and Purpose |
|--|--|
| Yes <input type="checkbox"/> No <input type="checkbox"/> | 1. Alternate Text (Alt Tag)--provide a text equivalent for all non-text elements such as images, animations, applets, objects, audio/video files, and ASCII art. <i>This will enable a screen reader to read the text to a blind student.</i> |
| Yes <input type="checkbox"/> No <input type="checkbox"/> | 2. Contrast--allow for sufficient contrast between colors on a page and ensure that information conveyed by the use of color is understandable without color. <i>Consider color-blind and low-vision students' needs when designing your website.</i> |
| Yes <input type="checkbox"/> No <input type="checkbox"/> | 3. Explanatory Links - Indicate where the link is going to take the user instead of using "click here." |
| Yes <input type="checkbox"/> No <input type="checkbox"/> | 4. Audio and Video - Provide textual equivalents to audio information and alternative audio description for multimedia presentations. <i>The text will enable deaf students to know what others are hearing and alternative audio will enable blind students to know what others are seeing.</i> |
| Yes <input type="checkbox"/> No <input type="checkbox"/> | 5. Motion or Animation - Avoid flickering of the screen and ensure that moving, blinking, scrolling, or auto-updating objects or pages may be paused or frozen. <i>The movement can cause seizures or distract students with certain disabilities.</i> |
| Yes <input type="checkbox"/> No <input type="checkbox"/> | 6. Mouse--enable activation of page elements via keyboard or voice input, not just a pointing device (mouse). <i>This provides students with mouse-dexterity problems an alternative way to interact.</i> |
| Yes <input type="checkbox"/> No <input type="checkbox"/> | 7. Tables--identify, by labeling or other appropriate means, row and column headers. <i>This identification will enable screen readers to discern the headers, which disclose the purpose of the data in the rows and columns.</i> |
| Yes <input type="checkbox"/> No <input type="checkbox"/> | 8. Frames--provide titles for each frame and include sufficient information as to their purpose and relationship to each other. <i>This will help blind students understand the organizational purpose of the frame.</i> |
| Yes <input type="checkbox"/> No <input type="checkbox"/> | 9. Forms - If you use forms, clearly associate form labels with their elements and place them immediately above or to the left of the element. <i>This will enable students who use screen readers to correctly identify the correct choice in a form.</i> |
| Yes <input type="checkbox"/> No <input type="checkbox"/> | 10. Scripts and Applets - If you use scripts or applets, make sure the pages retain their full meaning with scripts turned off and in browsers that don't support scripts. If a page does lose its meaning without a script, provide a way to compensate for it. |
| Yes <input type="checkbox"/> No <input type="checkbox"/> | 11. Language Change--ensure that any changes in language are identified by using the HTML "lang" attribute. <i>This enables Braille transcription software to generate the correct characters and speech synthesizers to use proper accents.</i> |

(Over)

