The California State University
ACCESSIBLE TECHNOLOGY INITIATIVE

CSU Accessible Microsoft Word 2010 Document Checklist 1.0

1.0 Text Formatting with Styles

A. Use Heading Styles to Convey Structure

☐ Major headings within the document have been structured using Heading styles.

B. Nest Heading Styles Appropriately

☐ The Heading styles have been used and nested appropriately. Heading 1 has been used as the top-level heading; Heading 2 has been used as a sub-heading to Heading 1, etc.

☐ The Title style has been used only once in the document.

C. Use Styles to Format Text

☐ Styles have been used to format the text in the document. When meaning is being conveyed with formatting, the formatting toolbar buttons **have not** been used to format text.

☐ The Emphasis style was used to indicate importance rather than through the use of the italics button on the formatting toolbar.

☐ The Bold style was used to indicate importance rather than through the use of the bold button on the formatting toolbar.

D. Control White Space in the Document with Styles

☐ White space within the document has been controlled within the styles that were used. The "Enter" key **was not** used to create white space within the document.

E. Use List Formatting

☐ Styles have been used to format lists in the document. The formatting toolbar buttons **were not** used to format lists.

☐ The List Number style was used for ordered lists (lists where order is important).

☐ The List Bullet style was used for unordered lists (lists where order is not important).

F. Generate a Linked Table of Contents for Longer Documents

☐ An up-to-date and accurate linked table of contents has been provided for documents that are more than eight pages.

2.0 Columns

A. Use Column Formatting Instead of Tabs and Spaces

☐ Columns have been created using the Column tool -- spaces and tabs **were not** used to create the appearance of columns.

3.0 Tables

A. Do Not Use Tables for Layout Purposes

☐ Tables in the document have been used for truly tabular data and **not** for layout purposes.

B. Do Not Draw Tables

☐ Tables have been created using the Table tool -- the Draw Table tool **was not** used.

C. Do Not use Heading Styles in Tables

☐ Decorative formatting in table headings (larger, bold and/or italicized font, etc.) has been accomplished with the formatting buttons on the toolbar rather than through the use of heading styles.

D. Split Complex Tables Up Into Simpler Tables Where Appropriate

☐ Tables with complex structures (i.e., multiple heading rows) have been split up into smaller and simpler tables where appropriate.

E. Control White Space in Tables Using Table Properties

☐ White space within tables has been controlled by adjusting the cell margins or cell padding within the table.

☐ The "Enter" key **was not** used to create white space within tables.

F. Rows of a Table Breaking Across Pages

☐ Every effort has been made to ensure that for tables in the document, rows are not allowed to break across pages.

G. Set Header Row(s) to Repeat in Tables

☐ The Header row(s) of a table have been set to "Repeat as header row at the top of each page" regardless if the table spans multiple pages or not.

H. Add Text Alternatives for Tables

☐ Text alternatives for tables have been entered when appropriate (when the caption does not provide sufficient information about the table).

I. Include Captions for Tables When Appropriate

☐ Captions have been provided for all tables when appropriate (e.g., when further explanation of complex tables is necessary, when operating under a style guide, or when a document is optimized for print).

☐ All captions have been placed above their respective tables.

4.0 Hyperlinks

A. Use Text for Hyperlinks rather than URL's

☐ Links within the document have descriptive text that describes the target destination of the link rather than the URL except where it is appropriate to provide the URL only (fliers or advertisements designed to be printed, or where learning a specific URL is a pedagogical consideration).

B. Ensure Link Text is Descriptive and Makes Sense When Read Out of Context

☐ The link text used to describe the link destination makes sense when read out of context. "Click here" or "more" have not been used as link text.

C. Ensure Link Text is Identical for the Same Destinations and Unique for Different Destinations

☐ Links that have the same target destination have the same descriptive link text, and links with different purposes and destinations have different descriptive link text except where two links that serve different purposes need to point to the same destination.

5.0 Non-Text Elements (Pictures, Images, Charts, etc.)

A. Provide Text Alternatives for all Non-Text Content

☐ All non-text elements (pictures, images, clip art, shapes, SmartArt, charts) have alternative text descriptions that convey the same information to the user that the image or picture conveys except for the following:

☐ Decorative images have either an intuitive filename entered as the alternative text or the alternative text description is left blank

☐ If the non-text content is a test or exercise that would be invalid if presented in text, the text alternatives should at least provide descriptive identification of the non-text content.

☐ If the non-text content is primarily intended to create a specific sensory experience, the text alternatives must at least provide descriptive identification of the non-text content.

B. Watermarks: Ensure Adequate Contrast and Add Text in the Document

☐ When watermarks are used because a legitimate business need for them has been established, the following requirements have been met:

☐ Whenever possible, text-based watermarks have been used instead of image-based watermarks.

☐ The text of the watermark has been exposed by either adding the text of the watermark to the beginning of the document or by including the text in the filename.

☐ Regardless of whether the watermark is text-based or image-based (if they must be used), there is adequate contrast between the text color and the color of the watermark.

C. Provide Additional Descriptions for Complex Images/Charts

☐ Complex charts and graphs that require additional explanation (beyond what can be provided in the alternative text area) have been further described and explained in the surrounding text.

D. Place Graphics and Images "In Line with Text"

☐ The "wrapping style" of non-text elements has been set as "In Line with Text".

E. Avoid the use of Images of Text

☐ Information has been presented as text rather than using images of text except where a particular presentation of text is essential to the information being conveyed (i.e., logotypes).

F. Do Not Use Text Boxes

☐ Text boxes have not been used in the document - the visual effects of a text box have been achieved by using a bordered paragraph.

G. Provide Captions for Images When Appropriate

☐ Captions have been provided for all images when appropriate (e.g., when further explanation of complex images is necessary, when operating under a style guide, or when a document is optimized for print.

☐ All captions have been placed below their respective images.

H. Do Not Use Drop Caps

☐ Drop caps (where the first letter of a paragraph is a large decorative letter) have not been used.

6.0 Headers and Footers

A. Observe the Following Rule for Header/Footer Content

☐ Content within the header/footer areas conforms to the criteria listed below:

☐ Acceptable: running headers, logos, page numbers, and copyright messages.

☐ Unacceptable: document title, author or contact information, date of document update or document version number.

7.0 Appropriate Use of Color

A. Do Not Use Color Alone to Convey Information

☐ Information conveyed with color is also available without color.

8.0 Document Metadata

A. Insert the Document Title in the Document Properties

☐ Document Title has been entered into the Document Properties.

B. Set the Language Properties for the Document

☐ The language properties for the document have been set.

C. Identify Changes in Language for Text (Phrases, Sentences, etc.)

☐ Any changes in the language of the text in the document have been identified.

Document Readability

☐ Document meets readability guidelines established in the forthcoming document that will be posted to the Professional Development for Accessible Technology in the CSU site http://teachingcommons.cdl.edu/access/index.html

Accessibility Checker

☐ Accessibility Checker run on finished document and, if appropriate, identified issues are addressed and corrected.