



**AMERICAN
PSYCHOLOGICAL
ASSOCIATION**

CE Accessibility Roadmap

We're so glad you're here! This checklist offers a roadmap to help you support every learner who joins your CE program. Rather than being an exhaustive list of rules, we've included practical tips for the "before, during, and after" of your CE program. Because every audience is unique, we recommend using this checklist alongside a pre-program accessibility survey. By asking your participants about their needs upfront, you can tailor these suggestions to fit your specific audience, ensuring your expertise is accessible to all your learners.

Note: The American Psychological Association provides this material for informational and educational purposes only. These resources are intended to support continuing education sponsors in enhancing program accessibility and do not constitute legal advice or legal guidance. While these materials reflect best practices, they may not encompass all local, state, or federal compliance requirements (such as those under the ADA). Sponsors are encouraged to consult with their legal counsel or compliance officers to ensure their specific programs meet all applicable legal standards.

While advertising my CE offering...

- ☐ Did I provide learners with information on how to request accommodations?
- ☐ Did I advertise the accommodations (e.g., real-time captioning, hard copy of materials available in large print) that I have arranged in advance?
- ☐ Have I consulted with the [APA Inclusive Language Guide](#) to help make my materials as welcoming and inclusive as possible?

While preparing my presentation...

- ☐ Have I taken steps to provide an accessible learning environment (e.g., wheelchair accessible building, adequate parking close to the presentation location, elevators, availability of microphone/sound amplification equipment, seating in front of room, closed captioning options for online learning)?
- ☐ Have I distributed course materials to my learners in advance of the presentation, so they have adequate time to review the materials?

Is my font...

- ☐ Of adequate size? (24 points or higher)
- ☐ Easily readable? (e.g., Calibri, Palatino, Georgia, Verdana, Tahoma, Arial, or Helvetica)

- ☐ Clear to see with text overlays when needed?
- ☐ If color is used to emphasize the meaning of selected text or convey another meaning, is an alternative method, like bold text, also used?
- ☐ Does my text have high enough contrast to enable those with low vision or contrast issues to read it (i.e., 4.5:1, see <https://www.accessible-colors.com>)?
- ☐ Did I avoid flickering, flashing, and animated text?

Are my images...

- ☐ Free of complex figures, like flow charts and graphs?
- ☐ Inclusive with alternative text descriptions or noted images as decorative when used in materials? (In Microsoft, right click the graphic, click "Format object", click the "Alt Text" pane, and enter a brief description of the graphic.)

Overall...

- ☐ Is my material clear, concise, and specific?
- ☐ Does the order of my slides make logical sense?
- ☐ Have I ensured my background patterns, textures, and images on slides/materials are not busy?
- ☐ Have I titled each slide with a clear and descriptive title? (Screen readers often depend on slide titles to navigate presentations.)

- ☐ Did I use numbers when sequence matters? When it doesn't matter, do I use bullet points?
- ☐ Did I choose words that respect everyone's abilities and backgrounds?
- ☐ Have I avoided creating compound-complex sentences and instead varied my sentence structure?
- ☐ Have I checked my materials to ensure they are accessible? (e.g., in Microsoft Word and PowerPoint, refer to "Accessibility" status at the bottom of your screen. ([Tips for PDF accessibility](#)))
- ☐ If I'm offering an assessment, have I considered how I might make the test accessible and accommodating? (e.g., allowing for extra test taking time, creating a quiet space, offering alternative types of assessment, such as skill-based assessments vs. knowledge/rote memory assessments)
- ☐ In considering activities (e.g., large group discussions, breaking into small groups, talking with another learner), am I aware that my learners may have differing levels of social and emotional comfort in a new environment and/or in interacting with new people?

Shortly before my presentation...

- ☐ Is seating arranged in such a way that it is accessible for learners with mobility needs?
- ☐ Is there proper lighting in the room? Have I considered my different learners' needs (e.g., vision impairments, migraines)?
- ☐ Is there an adequate sound system, so I can be heard clearly?
- ☐ Are "Quiet Rooms" available for learners who may need a sensory break?

During my presentation...

- ☐ Did I begin with some invitations/announcements (e.g., asking speakers to identify themselves when they speak for learners who may have vision impairments, reminding learners of accessibility tools, such as closed captioning; if learning is virtual: discussing chat etiquette, given that screen readers often read the chats, which can be distracting for learners with vision impairments)? Have I scheduled a sign language interpreter for the virtual training workshop if requested (some learners with hearing impairments prefer to have both closed captioning and sign language interpreter services when engaging with virtual platforms)?

- ☐ Am I speaking clearly and at a moderate pace?
- ☐ Am I muting participants when they are not speaking?
- ☐ Am I mindful of the language I use? (e.g., Instead of saying, "Look at the case study on the screen", read the case study to the group; use person-first language; instead of using ableist phrases (e.g., "blind to the facts"), use inclusive language (e.g., "unaware of the facts"))
- ☐ Have I scheduled regular breaks for learners?
- ☐ Have I invited learners to let me know live if they have questions or are confused?
- ☐ During the Q&A, did I consistently repeat the questions into the microphone for the benefit of learners using assisting listening devices or for a later recording?
- ☐ Am I creating a transcript for participants?
- ☐ Have I provided opportunities for learners to provide me with feedback, live (e.g., inviting feedback during the presentation) and/or afterwards (e.g., inviting feedback through the evaluation survey)?

Following my presentation...

- ☐ Did any learners mention technical barriers in their evaluation forms?
- ☐ Was there a specific segment of the program where engagement dropped off? Could that drop-off be linked to a lack of visual descriptions, fast-paced speech, or the complexity of the topic?
- ☐ What is one specific accessibility friction point that occurred (e.g., a broken link, a non-described image) that I can automate or fix in my template for the next program?