

# Creating Accessible Page Structure with Titles, Headings, and Lists

## Page titles

### What to do

A page should have a short title that describes its topic and sufficiently distinguishes it from other pages.

### Why it matters

Descriptive titles allow users to determine what page they are on.

### Examples



#### Better page titles

- Center for Academic Excellence | Appalachian State University
- About | Center for Academic Excellence



#### Poor page titles

- Welcome to home page of Center for Academic Excellence
- Center for Academic Excellence | About Us

- [Easy Checks - Page title](#)
- [Provide informative, unique page titles](#)

## Headings

### What to do

Sections should be identified with headings. Headings should be formatted with heading elements, as opposed to using font size or styles. Headings should not be used for formatting alone. Headings should be properly nested (i.e., don't jump from heading 1 to heading 3).

### Why it matters

Headings allow assistive technologies to navigate page structure and more quickly find the content of interest, similar to the way a person without a visual disability scans the page to look for large, bold text.

### Examples



#### Better headings

## Section 1 (formatted with Heading 1 markup)

Paragraph text.

### Section level 2a (formatted with Heading 2 markup)

Paragraph text.

#### Section level 3a (formatted with Heading 3 markup)

Paragraph text.

#### Section level 3b (formatted with Heading 3 markup)

Paragraph text.

### Section level 2b (formatted with Heading 2 markup)

Paragraph text.



#### Poor headings

### Section level 1 (formatted with a bold font instead of Heading 1 markup)

Paragraph text.

#### Section level 3 (formatted with Heading 3 markup, level 1 and 2 skipped)

Paragraph text.

Paragraph text. (formatted with Heading 2 markup only to make text bigger)

- [Easy Checks - Headings](#)
- [Use headings to convey meaning and structure](#)

## Lists

### What to do

List content should be formatted as numbered or bulleted with list elements, as opposed to manually entering numbers or asterisks.

### Why it matters

Assistive technologies can allow users to navigate from list to list or item to item.

### Examples



#### Better lists

1. List level 1 (formatted with numbered list markup)
  - a. List level 2
    - i. List level 3
    - ii. List level 3
  - b. List level 2



#### Poor lists

- \* List level 1 (formatted with a manually entered asterisk)
  - \* List level 2 (formatted with tab and manually entered asterisk)
- \* List level 2

## Content references

### What to do

Content should not only be referenced by shape, size, sound, or location.

### Why it matters

Assistive technologies can be used to locate content that is specified by label, as opposed to content that is only referenced by its appearance or location.

### Examples



#### Better content references

Use the list of links below with the heading Related Articles to navigate to additional resources.



#### Poor content references

Use the list of links below to navigate to additional resources.

## Related Articles

- [Accessibility](#)
- [Accessibility in AsULearn](#)
- [Accessibility Toolkit in AsULearn](#)
- [Brickfield Accessibility+ Toolkit](#)
- [Brickfield Accessibility+ Toolkit Block](#)
- [Brickfield Accessibility+ Toolkit Find Tools](#)
- [Brickfield Accessibility+ Toolkit Fix Link Text](#)
- [Brickfield Accessibility+ Toolkit Wizards](#)
- [Creating Accessible Forms](#)
- [Creating Accessible Links](#)
- [Creating Accessible Tables](#)
- [Making Audio and Video Media Accessible](#)
- [Making Files Accessible](#)
- [Making Images Accessible](#)
- [Making Timed Content Accessible](#)
- [Using Color Accessibly](#)
- [Using Digital Signage Accessibly](#)
- [Using Web Applications Accessibly](#)

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