The lecture content outline (topics) should accomplish the following:

- Represent the specific body of knowledge the course will cover.
- Be culturally relevant and affirming as an equity-minded practice (as appropriate for the discipline).
- Support the objectives. (A reviewer should be able to read an objective and see where it is covered in topics and vice versa; however, a 1:1 ratio is not necessary because sometimes a stated objective summarizes the combined learning of multiple topics. Using some of the same identifying language in topic headings and objectives helps reviewers who are unfamiliar with the subject see the correlation between the two.)
- Be in outline format: use two levels of headings that are subject-based rather than action-based (i.e., nouns rather than verbs). Each main topic must include at least two subtopics. The number of subtopic headings under a given topic indicates emphasis. Use Roman numerals for main topics, uppercase letters for second-level topics, and a numbered list for third-level topics.

  Example from CHEM 150 General Chemistry I: For Science Majors

  VI. Chemical reactions
  A. Balance reactions
  B. Types of reactions
  1. Combination
  2. Decomposition
  3. Single and double replacement
  4. Oxidation/reduction.
  C. Predicting products of a chemical reaction

The lab content outline should list the topics covered du
and it should accomplish the same goals as the lecture

In lecture/lab combination courses in non-STEM disciplin
used in lieu of actual lab content. All lecture topics will b