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| **[Fakultet/Institution/centrumbildning]**[Ev. kompletterande text, t.ex. befattningshavare] | **Mall** SLU ID: SLU.[Skriv numret här]20ÅÅ-MM-DD |

**Template for course syllbus – doctoral student course**

This template is intended to be used when creating a new doctoral course before deciding on the curriculum.

## Application for approval of course syllabus

Use this template to create a syllabus for the course. Course leaders sign the document and then send it to the body that decides on the course syllabus.

According to [SLU's university guidelines for doctoral education](https://internt.slu.se/en/support-services/education/doctoral-education1/documents/) (2019), all syllabuses for SLU's subject courses in doctoral education must be approved by the faculty committee, and all syllabuses for courses in general competences must be approved by the Council for doctoral education (Fur).

After a decision on an approved syllabus, the syllabus must be registered in Ladok. Registration of a course occasion instance should be done no later than 6 months before the start of the course. After registration in Ladok, courses and course instances are searchable in the [course search function on SLU's employee website.](https://www.slu.se/en/education/programmes-courses/doctoral-studies/search-doctoral-courses/)

In Ladok, you first register a syllabus for the course, and when there is a decision that the course is to be given during a certain period, a course instance is also registered by the administrator at the department responsible for the course/equivalent. In the syllabus, general information about the course is given (section 1 and 2 below), and more specific information about a specific course instance is recorded only on the occasion (eg dates, excursions, pedagogical form, section 3 below). Under section 4 below there is space for supplementary information to decision-making bodies when applying for a new course plan.

The template contains examples with red colored text. When you fill out the template, remove these examples and enter your own text in these boxes.

# Basic information

## Swedish name

It is important to carefully consider the course name. To change a course name, a decision on a new course syllabus is required. The name therefore needs to last over time even if some revisions to the content are made. A course title must be as unique as possible to avoid confusion with similar courses. Also avoid excessively long course titles.

Click or tap here to enter text.

## English name

Click or tap here to enter text.

## Organisation (Department/Division)

Click or tap here to enter text.

## Scope (number of credits)

The number of credits must correspond to the scope and workload of the course. One week of full-time studies corresponds to 1.5 credits.

Click or tap here to enter text.

## Grading scale

Doctoral courses at SLU use the one-point grading scale, abbreviated FOG in Ladok.

FOG One-grade scale.

# Additional information

## a. Subject (choose from [SLU:s doctoral education subjects](https://internt.slu.se/en/support-services/education/doctoral-education1/doctoral-education-content/planning-and-follow-up/current-doctoral-education-subjects/)). First select faculty and then subject.

**LTV Faculty**

Choose an item.

**NJ Faculty**

Choose an item.

**S Faculty**

Choose an item.

**VH Faculty**

Choose an item.

## b. Course description

Describe the content of the course briefly and in an easy-to-understand and attractive way. This text will appear at the top of the course homepage on the web.

*Example:*

*Do you have a set of genes and want to know if they are on the same scaffold? Do you want to extract all the sequences of a specific genus from a big multifasta file? Are you performing transcriptomic analyses and need to quickly turn a list of transcript names into gene or protein names? Or do you just need to deal with an overwhelming dataset such as an extremely long BLAST output? All these operations can be completed quickly and painlessly by learning a very small number of bioinformatic concepts. However, biologists today still spend a lot of time to extract meaningful information from complex datasets such as BLAST outputs, annotation files, or sequence files.*

*In this course you will learn to independently write simple but powerful scripts to automate your analysis and spend the least amount of time repeating the same operations. Such skills are useful for scientists working with genetic information in plant, animal, microbial, and soil sciences..*

## c. Entry requirements

What eligibility requirements are required to be able to assimilate the course in a good way? The prerequisites must be expressed as skills.

 *Example:*

*Admitted as PhD student at SLU. Basic knowledge of the most common and popular files used in bioinformatics (Fasta, BLAST output, and GFF files) is required, and some familiarity with at least one coding language (R, Python or Bash) is desirable.*

## e. Examination formats

Here you specify how the examination is to be carried out and what is required to be approved for the course. All course objectives must be included in the assessment of a passed course.

 *Example:

Approved written exercises. Approved oral presentation. Passed participation in mandatory sections.*

## f. Objectives

The basics of formulating learning objectives are included in several of the higher education pedagogic courses given by the unit for pedagogical development (EPU) at SLU. You can also get direct support and advice from the educational developers at EPU.

The objectives of the course are written as a list beginning with a general statement such as *"After completing the course the student should be able to".* The goals are then written in point form.

Consider the following:

*• Each goal must describe what the student should be able to do or what skills the student should be able to demonstrate after completing the course. All objectives must be verifiable (observable or assessable).*

*• The objectives must be clear and easy to understand for prospective students, teachers and examiners.*

*The goals need to be formulated so that they last over time, even if content, teaching methods etc. are adjusted between course instances.*

*Example:*

*On completion of the course, the student will be able to:*

* *apply basic probability concepts and statistical principles and formulate a problem in statistical terms.*
* *describe common statistical methods including assumptions.*
* *select an appropriate statistical method for a given problem.*
* *carry out a basic statistical analysis in the statistical software R.*
* *interpret and evaluate results correctly and draw reasonable conclusions,*
* *clearly and concisely communicate results and conclusions.*

## g. Content

The following information must be described:

* subject-wise content and the forms for the implementation of the course, as well as
* any mandatory elements.

The description of the subject content must provide a clear, concise overview of what the course covers. It should be made clear whether and how sustainable development and gender equality perspectives are addressed. It should also be stated whether and how international perspectives are taken into account. It must also be stated which forms of teaching, general competences and compulsory elements as well as possible collaboration with the surrounding society are part of the course.

*Example:*

*The course is carried out with lectures, guest lectures, compulsory seminars and compulsory study visits.*

*The course provides an introduction to business economics and sustainable development. The student develops a basic understanding of how the company and its stakeholders affect sustainable development and how sustainable development affects the company and its stakeholders.*

h. Other information

Be careful not to enter too specific information in the syllabus. Information about a specific course instance is entered at each instance in Ladok.

*Exempel:*

*This course is organised jointly by the NJ Faculty’s research schools.*

*Education in laboratory animal science is required according to European and Swedish regulations to be allowed to work with animals used for scientific purposes. Therefor this course is mandatory for those working with animals in research.*

## i. Contact

*Name and e-mail*

# Additional information to Ladok

The course page on the web shows a range of important information about the course, which, however, is not formally part of the course syllabus. The information below is not part of the course plan but must be registered in Ladok when the course opportunity is registered.

Rate of study

*Example:*

*50% rate of study.*

Teaching hours

*Example:*

*DAG Daytime*

Type of instruction

*Example:*

*Normal teaching.*

## Study venue

*Example:*

*Umeå*

## Language of instruction

*Example:*

*English.*

## Additional information

Here you can write information that connects to, for example, excursions, places, dates, language and educational form. This is then entered in the respective course instance (note: enter in the course instance (*Sw. “kurstillfälle”)* – not in the overall course plan) for the course in Ladok.

*Example:*

*An excursion is planned to southern Sweden. More information will be provided at the start of the course.*

# Supplementary information to decision-making bodies (FN/Fur)

## Time plan/Preliminary schedule

Briefly explain the structure of the course (max. ½ A4 page).

*Example:*

*We plan to give the course in autumn 2025. The course will be divided into three different parts. The first session is carried out through physical meetings in Umeå (3 full days). This is followed by own work with practice tasks and two digital meetings. At the end, the course participants meet again in Alnarp (3 full days).*

## Course leader (name och e-mail) + signature (by hand or using [Edusign](https://internt.slu.se/verktyg/edusign/)):

Click or tap here to enter text.