**COURSE:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   
  
**SUBJECT:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**ACADEMIC YEAR: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**CFA: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**The Syllabus: A Tool for Clear and Transparent Teaching** The syllabus is a fundamental document that ensures the quality of teaching. It clearly and thoroughly describes the contents, objectives, assessment methods, and reference materials related to the specific course.  
 It is designed to promote active and conscious learning, encouraging participation, interdisciplinarity, and educational experimentation.

Here is a reformulated and concise version of the content, preserving the original meaning but making the style different and smoother:

**Office Hours**Instructors must provide students with the opportunity for consultations throughout the academic year, with regular and fairly distributed scheduling. The time allocated should be proportional to the number of students and the teaching workload.  
**DAY OF OFFICE HOURS:** \_\_\_\_\_\_\_\_  
  
**TIME OF OFFICE HOURS:** \_\_\_\_\_\_\_\_  
  
**MODE:** In person or online

**Course Learning Objectives**Specify the expected learning outcomes, clarifying which skills and knowledge students are expected to acquire by the end of the course.  
**Examples include:**

* Understand \_\_\_\_\_\_\_\_\_\_\_\_
* Identify and interpret \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Develop skills in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Deepen knowledge in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Enhance \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Teaching Methods**The instructor should describe the teaching methods used (lectures, practical activities, labs, etc.) and explain how these contribute to achieving the learning objectives.

**Exercises and Review Sessions**Indicate if the course includes intermediate exercises, specifying timing and methods. Additionally, instructors must ensure review sessions of students’ work, accessible to all students (including repeaters and those out of course), regularly scheduled throughout the year.

**Final Project or Assignment**If applicable, describe the final project or assignment, including its type, format, topics, and any deadlines for submission.

**Examination Methods**Explain how the exam will be conducted (oral, written, practical tests, intermediate assessments) and the criteria for evaluating student performance.

**Prerequisites**List any prior knowledge that may facilitate the understanding of course topics.

**Attendance Requirement**Attendance is mandatory for at least 80% of the scheduled in-person teaching hours. Independent study hours do not count toward this requirement.

**Course Program**An organized overview of the topics covered during the course, divided into thematic units whose number may vary depending on the subject (THEMATIC UNIT 1, THEMATIC UNIT 2, THEMATIC UNIT 3, etc.). The content must align with the declared learning objectives and be well detailed.

**Bibliography and Reference Materials**List the textbooks adopted, distinguishing between those mandatory for passing the exam and those recommended for further study. Articles, essays, handouts, and multimedia content may also be included.

**Support for Students with Disabilities or Learning Difficulties (DSA)**Describe the tools and methods used to support students with specific needs, following the guidelines provided by the DSA commission.