

## A Comprehensive Approach for Incorporation of OIE Guidelines with the National and University Guidelines on Veterinary Education in University of Antioquia, Colombia

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The University of Antioquia was founded in 1803 and its Veterinary Medicine Program has been offered since 1962. The Program has received High Quality Accreditation from the National Ministry of Education since 2001 and is subjected to continuous autoevaluation. The Curriculum discussion for changing to the former curricular Programme started in July 2011 after the OIE meeting of Paris. For building the Macro-, Meso- and Micro-Curriculum, the Curriculum Committee reviewed the most recent principles on Evaluation, Flexibility, Interdisciplinarity, Integration, Relevance, Research, Teaching-learning activities, and Class-room connection with Out-of-Classroom activities. The Committee took into consideration the 2011 OIE guidelines in addition to Guidelines on veterinary education from ICFES (Colombian Institute for Promoting Higher Education) and the Colombian Association of Veterinary Medicine Faculties (ASFAMEVES) and the University of Antioquia's guidelines on internationalization. The resulting Curriculum has the following landmarks: (1) Most of the OIE's core curriculum were incorporated into the 1st to 3rd years of the program, including four obligatory courses on Veterinary Epidemiology and Public Health offered from 3rd to 4th year. (2) Obligatory courses on Animal Welfare and Ethology, Bioethics and courses focused on acknowledgement of National rural communities are also offered. (3) Six obligatory courses of English as Foreign Language are included. Regarding international curricular trends, most courses (Approximately 90%) are theoretical-practical. (4) In 5th year, Students must pass an obligatory course on Veterinary Public Health (10 weeks full-time Out-of-Classroom) and four Out-of-Classroom practical courses (10 weeks full-time each). (5) 1<sup>st</sup> to 4<sup>th</sup> year students are engaged with additional Out-of-Classroom practical activities (Pre-clinical practices), providing the students with overall 60% of practical activities during their program. Finally, most of the courses take into account the time students spend in individual learning, resulting in a 50:50 evaluation system (Quantitative-to-Formative). Results of this curriculum are continuously evaluated and are aimed to meet the minimum competencies expected of all graduate veterinarians.

**Keywords:** integrated curriculum – OIE guidelines – out-of-classroom learning – veterinary education – veterinary public health