

The System of Veterinary Education in Iran after
the Islamic Revolution

M.A. Rad,* and M. Teshfam,**

Introduction:

In the ancient times animal and human medicine were quite inseparable. Being equally important, both human and animal medicine progressed in the same pace with each other. According to the historical documents dating back to the Zoroastrian time there are some evidence of the popularity of the veterinary profession in Ancient Persia (7b, 10).

The word "Baytar" in Arabic Language is equivalent to the Greek Latin word "Veterinarius" which is "Vetinaire" in French and "Veterinarian" in English Language.

The word "Baytar" had been derived from its original one "Behdar Sotoor" which was used in ancient Persia. It was later changed to "Dampezeshk" which is one of the

* Department of Clinical Science, Faculty of Veterinary Medicine, University of Tehran.

**Department of Basic Science, Faculty of Veterinary Medicine, University of Tehran.

established words in Iranian Encyclopaedia at the present time (7a,9).

During the time of Achamenian, Parthian and Sasanide Empires veterinary profession became very popular and had gained enough prestige because of the importance of horses in the cavalry. Later on, following the advent of Islam in Iran (645 A.D.), Veterinary Medical profession was consistently respected due to the importance of horses and other domestic animals in war and peace.

Even in the Holy Book of Qur'an, there are numerous indications hinting at the importance of the animals(11). Thus it is not surprising that the early Islamic scholars and physicians switched to finding better ways and means of knowing animal diseases and methods for their treatment and even prevention there of. As early as the 8th century, a Muslim Scientist named Ibn Akhy Hazam, who probably wrote the first article in the Islamic world dealing with equine medicine, offered the first treatise on the veterinary science. During the same period, the first anatomical dissection in Islamic countries was carried out on a monkey brought from Sudan(12). The first work in the field of veterinary pharmaceuticals was published in 13th century by "Ibn al- Baytar" who is considered to be the father of veterinary science. His work on pharmacodynamics was later translated and published by Sonthaimer in Europe (2). He died in 1224 A.D. in Domescus.

Establishment of Veterinary Education Council :

In order to coordinate and standardize the Veterinary Education system throughout the country, and in conformance with the decision reached by the 50th meeting of the High Planning Committee of the Cultural Revolution Council, the Veterinary Education and Specialized Training Council (VESTC) was established by the Ministry of Culture and Higher Education in June 28, 1986. Its goals were as follows:

- 1- Providing coordination among Veterinary Faculties, research centers and veterinary service centers in the country.
- 2- Improving the Veterinary Education system and starting up of specialized courses.
- 3- Providing the necessary scientific contacts between the Veterinary Faculties and the research and executive organizations in order to train the specialized manpower.
- 4- Adapting the veterinary educational programs for the specialized courses to the health and economic programs and other needs of the country.

VESTC is a 17- member body comprising of a chairman, 10 distinguished professors and Deans of Faculties of Veterinary Medicine, director of Razi Veterinary Research Institute and the director of the Veterinary Organization (14).

VESTC meets officially once a month with the presence

of Minister of Higher Education to discuss the issues in question and to reach decisions for further improvement of the educational system. The decisions would be officially binding whenever at least 2/3 of all members (11 persons of the council) are present in the monthly sessions (15).

Different Training Curriculums:

As mentioned earlier because of the socio-economic necessities felt after the victory of the Islamic Revolution, new educational planning was made in all fields of science. In the field of Veterinary Medicine it was felt that different educational curriculums and syllabuses are needed in order to meet the varying needs of the Country. Therefore the educational planning committee of the Cultural Revolution Council established the following courses in order to meet the needs of different sectors of the veterinary profession:

1) Veterinary Vaccinator training Course:

The course enrolls promising high school graduates who have to pass 26 credit units in six months in order to gain the required expertise for performing vaccination and injection of drugs under the supervision of veterinary technicians and veterinary doctors. They also learn the sample collecting procedures for diagnostic purposes. A pre-matriculation course, the graduates would be given a certificate as Assistant Technicians (4). This is not a permanent program(3).

2) Veterinary Technician Training Course :

The course is intended to train and provide the manpower needed to be of Technical assistance in the veterinary profession. Candidates enrolled have to take a two years course (82 credit units) during which they would receive hands-on training in control and eradication programs of domestic animal diseases and also to take part in public health activities under the scientific supervision of qualified instructors.

After passing the requisite courses in Basic Science, Pathobiology, Clinical Science, Animal Husbandry and Food hygiene, these students would be awarded a diploma as veterinary technicians. Following their graduation, they must serve four years in the Veterinary Organization (5).

3) Doctor of Veterinary Medicine Training Course:

The Candidates for this course are selected from among high school graduates taking part in a competitive general entrance examination. Following enrollment they have to pass a total of 236 credit units in six years that include a DVM thesis, a nine-month internship and a three-month extension training period in rural areas. In order to qualify for obtaining a D.V.M. degree, students must gain and develop the necessary scientific and technical knowledge, research and planning capabilities in the field of veterinary Medicine (6).

4) Veterinary Specialized training Course:

Its goal is to train the required and qualified

specialists in different branches of the veterinary medical science. The holders of DVM enrolling in this post-graduate program would take 60 credit units in advanced courses in three years, after which they would be able to teach undergraduate students or to carry out specialized research in faculties of veterinary medicine, research institutes and relevant service organizations. Candidates are chosen upon the basis of a thorough and comprehensive entrance examination. Following the successful completion of their study and research projects, they would be awarded a specialist degree in the relevant branch of Veterinary Medical science (14).

The training scheme, first approved by the High Planning council of the Ministry of Culture and Higher Education in June 28, 1986, calls for seven post-graduate courses in different branches of veterinary Medical Science of which three-Veterinary Anatomical Science, Veterinary surgery and Veterinary Pathology have already been launched. A list of major and elective courses units for these post-graduate courses are shown in Tables I to VI respectively (18, 17, 16).

During their first year of study, the post-graduate students, apart from their required specialized courses, should attend any under-graduate veterinary session in their respective specialized departments. They must also be actively engaged in the activities and day to day affairs of their respective sub departments. By the second year, they would be given teaching assignments in

practical classes. By the third year, they could participate in the task of teaching the theory classes under the aegis of advising professors. Throughout this period the students would be automatically awarded with assistantships and would be graduated following the completion of their respective research projects and presentation of a postgraduate dissertation.

At this point this paper would briefly deal with the major and elective courses outlined for specialized training courses for Poultry Diseases, Obstetrics and diseases of Reproductive System, Large Animal Medicine and Small Animal Medicine, currently under study by VESTC. These are presented in Tables, VII to XIV respectively (19, 20, 21, 22). More over nearly in future, Vet. Parasitology and Clinical Pathology Courses will be designed by VESTC

Other specialized training courses which are in the process of planning and deliberation are Veterinary Physiology, Vet. Pharmacology, Vet. Toxicology, Vet. Microbiology, Ichthyology, and Aquatic Medicine, Animal Nutrition and Breeding, Epidemiology, and Vet. Economics, and Food Hygiene with animal origin(23).

Comparison of Veterinary Education System in Iran with other Countries:

In most countries veterinary education program is usually tailored to the economical and health requirements of a country. In designing a veterinary education system for the developing countries, one must also bear in mind the tremendous differences exist from the standpoint

of consumption of protein sources between the developed and developing countries. In the Third-world countries trends in the protein consumption is often dictated by very deep-lying cultural, social and even religious differences. This fact give rise to pronounced emphasis on certain animal protein sources with the relevant shift in the attention paid on prevention and treatment of certain nutritional and infectious diseases in particular domestic animals.

As mentioned earlier the pattern of protein consumption in the third world countries, particularly the Islamic countries, differs from those in Europe and North America. For example consumption of pork is totally forbidden in the Islamic countries while in the West it constitutes one of the most important sources of animal protein.

And since in the East, other domestic animals such as sheep, goat, cow and Camel are more used for human consumption, therefore diseases affecting these animals become highly important. These considerations must be carefully incorporated in the planning of educational programs for training of Veterinary Doctors.

In 1975, Prichard et al suggested an organizational chart for a veterinary faculty in the developing countries that consisted of ten different departments (13). He suggested that establishing such faculties would be less costly for the developing countries compared with the models existing in the more developed countries, with an instructor-student ratio of 1: 6 (52 staff with 50 stu-

dents annually admitted) envisaged for a 6-year period of education pertaining to a DVM degree. Almost a similar structure could be discerned in the organizational chart of the Faculty of Veterinary Medicine in Tehran University from 1967 to 1977 (see Table XV). The said faculty was comprised of ten departments.

Following the Cultural Revolution in 1980, considering an intensive study of veterinary educational programs in other countries and paying enough attention to the essential socio economical exigencies arising from the Islamic Revolution, a structural model was devised for veterinary faculties which is presented in Table XVI. There are five departments of Basic Veterinary Science, Pathobiology, Veterinary Clinical Science, Animal Nutrition and Breeding and Food Hygiene set up under this structural plan that are charged with teaching and carrying out research for graduate and post graduate students under the new educational programs.

The details of the proposed structural models of the mentioned departments for a Veterinary Faculty in Iran are recently designed and suggested to VESTC for improvement in order to coordinate the future necessary educational and research programs of prospective specialist training curriculums in the 31 sub-departments as presented in Tables XVII to XII. Table XXIII shows the structural model for a typical veterinary faculty in an economically developed country. In order to cater to public needs for professional and specialist training programs. Three

main centers for population studies, humane studies and biological studies are incorporated in these faculties (13). This model is not appropriate for needs of 3rd world countries.

Conclusion:

Authors believe that the needs of the Islamic Republic of Iran to various specialist in the field of veterinary science to fully meet the requirement of health services and treatment of domestic animals (with the exception of poultry and aquatic animals) that number over 200 million animal-units, could be estimated for the next decade (1987-1997).

This calls for the training of 300 academic specialist staff over the next ten years to augment the present existing facilities, and teach in the four veterinary faculties of the country*. By the same estimate, the country could train 2000 doctors by 1997 which could greatly contribute in fully satisfying the requirements of the Veterinary Organization with respect to broadening the scope of Veterinary services throughout the country.

The estimate calls for 10,000 Technicians and 20,000 assistant technicians to be trained by the end of 1997. To implement such an ambitious program to provide vast coverage in all parts of the country, VESTC is charged

* Tehran (established in 1932), Shiraz (1968), Ahwaz (1974) and Urmyyeh (1976).

with providing the necessary coordination and scientific contact between the veterinary faculties and other authorized research and educational centers related to veterinary science, over the next ten years.

In order to achieve a level of self-sufficiency in Veterinary medical service network, VESTC tries to push the number of student enrollments as well as the quality of the courses taught by introducing more efficient techniques and reducing the present 1:9 ratio to 1:6 over the next five years and eventually to 1:3 ratio by the end of 1997.

The truth is that more educational reforms would not solve the veterinary problems in the third world countries; considering the acute social needs of such countries, an educational revolution in Veterinary Science is inevitably should be taken place in order.

To blindly following the models set by the European and North American Veterinary Schools would not meet the needs of the Third-World countries. Individual treatment of animals in these countries who are constantly faced with dire shortage of protein sources and complicated food crisis is of no economical importance rather the programs should be aimed at attaining the means of improving prevention as well as control and finally eradication of infectious and parasitic diseases in animal populations so as to increase the animal originated food products available for human nutritional needs. Such programming must take into account the natural and animal reso-

urces of the Third World countries as well as by controlling and even eradicating certain devastating animal diseases, would directly contribute to the economical development of these countries.

Thus far, considering what has already been mentioned, the VESTC would place the focus of its effort on increasing the academic and research staffs of the existing faculties through its sponsored specialist training courses. The success of achieving such a goal, after relying of the Lord Almighty, depends on the dedicated professors and executive centers in the country.

It quite goes without saying that in order to better achieve this objective and also to be kept abreast of the latest scientific development in the diverse branches of the Veterinary science, we would send our dedicated and specialist manpower to distinguished universities around the world in order to update and complement their knowledge.

Table I

List of major courses of Veterinary Pathology Specialist
Training period

Name of the course	total credit units	theory credits	practical credits
1- Advanced Histology(1)	3	1	2
2- Advanced Histology (2)	3	1	2
3- Advanced general pathology	4	2	2
4- Advanced systemic pathology (1)	4	2	2
5- Advanced systemic pathology (2)	4	2	2
6- Advanced diagnostic Pathology	3	1	2
7- Techniques of preparing microscopic sections and slides	3	1	2
8- Clinical pathology	4	2	2
9- Oncology	3	3	-
10-Avian pathology	3	3	-
11-Immunopathology	3	3	-
12-Special problems in Vet. Pathology	2	-	2
13-Seminars	1	-	1
14-Research project(1)	4	-	4
15-Research project(2)	4	-	4
16-Research project(3)	4	-	4
Total	52	21	31

Table II

List of elective courses of Veterinary Pathology Specialist Training period

Name of the course	total credit units	theory units	practical units
1- Advanced Bacteriology	3	1	2
2- Advanced Oncology	2	1	1
3- Advanced Virology	2	1	1
4- Advanced Parasitology (1) including helminthology	3	2	1
5- Advanced Parasitology (2) including protozoology	3	2	1
6- Advanced Parasitology (3) including entomology	2	1	1
7- Diseases of laboratory animals	2	1	1
8- Advanced Immunology	3	2	1
9- Advanced Biometry	3	3	-
Total	23	14	9

Table III

List of major courses of Veterinary Surgery Specialist
Training period

Name of the course	total credit unit	theory credits	practical credits
1- Applied Anatomy	2	-	2
2- Clinical Pathology	4	2	2
3- Soft tissue surgery (1)	4	4	-
4- Soft tissue surgery (2)	4	4	-
5- Bone and joint surgery(1)	4	4	-
6- Bone and joint surgery(2)	4	4	-
7- Surgical pathology	3	1	2
8- General Veterinary anesth- esiology	4	2	2
9- Journal club in surgery	2	-	2
10-Seminar	2	-	2
11-Research project(1)	4	-	4
12-Research project(2)	4	-	4
13-Research project(3)	4	-	4
14-Diagnostic Radiology	3	1	2
15-Experimental Surgery	4	-	4
Totals	52	22	30

Table IV

List of elective courses of Veterinary Surgery Specialist Training period

Name of the course	total credit units	theory credits	practical credits
1- Clinical Pharmacology	3	2	1
2- Diseases of the reproductive system of domestic animals (advanced)	3	3	-
3- Physiotherapy	1	1	-
4- Diseases of the locomotory systems	2	1	1
5- Advanced Biometry	3	3	-
6- Internal Medicine of Large or Small animals according to the Medicine specialist training Period programs	6	6	-
Totals	18	16	2

Table V

List of major courses of the Veterinary Anatomical Science Specialist Training period

Name of the courses	total credit units	theory credits	practical credits
1- Anatomy of carnivorous animals	3	1	2
2- Advanced Embryology	2	1	1
3- Advanced Histology(part 1)	3	1	2
4- Advanced Histology(part 2)	3	1	2
5- Anatomy of single hooved animals	4	1	3
6- Common Sampling Techniques in Anatomy (part 1)	3	1	2
7- Common Sampling Techniques in Anatomy (part 2)	3	1	2
8- Ruminant Anatomy	4	1	3
9- Avian Anatomy	2	1	1
10-Radiological Anatomy	2	-	2
11-Applied Anatomy	2	-	2
12-Seminars(2 credits each semester totally 8 credit units)	8	-	8
13-Research project(1)	4	-	4
14-Research project(2)	4	-	4
15-Research project(3)	4	-	4
Total	51	9	42

Table VI

List of elective courses of the Veterinary Anatomical Science Specialist Training period

Name of the course	total credit units	theory credits	practical credits
1- Principles of working with electron microscope	3	1	2
2- Anatomy of Camel	3	1	2
3- Anatomy of laboratory animals	2	1	1
4- Physiology of domestic animals (systems)	4	4	-
5- Biomechanics	3	1	2
6- Histochemistry	3	1	2
7- Cell Biology	3	1	2
8- Biometry	3	3	-
9- Comparative Anatomy of Vertebrates	3	2	1
10- Large Animal Surgery Practicals	2	-	2
11- Small Animal Surgery Practicals	2	-	2
Totals	31	15	16

Table VII

List of major courses of Poultry Diseases Specialist
Training Period

Name of the course	total credit units	theory units	practical units
1- Special Avian Anatomy	2	1	1
2- Special Avian Pathology	3	1	2
3- Special Avian Clinical Pathology	3	1	2
4- Special Avian General Immunology	3	1	2
5- Poultry Diseases (1)	3	3	-
6- Poultry Diseases (2)	2	2	-
7- Special Problems of Broiler Chickens	3	1	2
8- Special Problems of Pullet	3	1	2
9- Special Problems of Layer hen	3	1	2
10-Special Problems of Breeder	4	2	2
11-Research Project(1)	4	-	4
12-Research Project(2)	4	-	4
13-Research Projects(3)	4	-	4
14-Clinical Practice of Poultry Diseases(1)	3	-	3
15-Clinical Practice of Poultry Diseases(2)	3	-	3
16-Clinical Practice of Poultry Diseases(3)	3	-	3
Totals	50	14	36

Table VIII

List of elective courses of Poultry Diseases Specialist
Training period

Name of the course	total units	theory units	practical units
1- Special Avian Histology	2	1	1
2- Clinical Pharmacology	3	2	1
3- Avian Surgery and Radiology	3	-	3
4- General Genetics	1	1	-
5- Advanced Biometry	3	2	1
6- Special Avian Epidemiology	2	2	-
7- Advanced Avian Bacteriology	1	-	1
8- Advanced Avian Parasitology	1	-	1
9- Special Problems of Line Chickens	4	2	2
10-Seminar 1 (related to poultry diseases)	1	-	1
11-Seminar 2 (related to poultry diseases)	1	-	1
12-Seminar 3 (related to poultry diseases)	1	-	1
13-Special Problems of Poultry Production	4	3	1
Totals	27	13	14

Table IX

List of major courses of the Veterinary Obstetrics and Diseases of reproductive system for Specialist Training period

Name of the course	total credit units	theory credits	practical credits
1- Advanced Veterinary Obstetrics	4	1	3
2- Clinical Diagnosis in Diseases of reproductive system	2	1	1
3- Diseases Ruminants Reproductive system	4	4	-
4- Diseases of Reproductive system and infertility in mares and horses	3	3	-
5- Diseases of Reproductive system and infertility in Small Animals	1	1	-
6- Diseases of Reproductive system and infertility in oxen	2	1	1
7- Advanced Diagnostic Procedures in problems of the reproductive system	2	1	1
8- Control and Prevention of Mastitis in dairy cow herds	4	3	1
9- Advanced Endocrinology of the reproductive system	2	2	-
10- Diseases Reproductive system and infertility in rams and male goats	1	1	-
11- Clinical Practice(1)	3	-	3
12- Clinical Practice(2)	3	-	3
13- Clinical Practice(3)	3	-	3
14- Research Project(1)-Thesis	4	-	4
15- Research Project(2)-Thesis	4	-	4
16- Research Project(3)-Thesis	4	-	4
Totals	46	18	28

Table X

List of elective courses of Veterinary Obstetrics and Diseases of Reproductive System for Specialist Training period

Name of the course	total credit units	theory credits	practical credits
1- Experimental Surgery	3	-	3
2- Artificial Insemination of animals	3	1	2
3- Advanced Animal Genetics	1	1	-
4- Clinical Pharmacology	3	2	1
5- Veterinary Epidemiology	2	2	-
6- Advanced Biometry	3	2	1
7- Clinical Pathology	4	2	2
8- Advanced Physiology of Reproductive system of male and female animals	4	4	-
9- Seminar (1)	1	-	1
10-Seminar(2)	1	-	1
11-Seminar(3)	1	-	1
Totals	26	14	12

Table XI

List of major courses of Large Animal Medicine Specialist Training period

Name of the course	total credit units	theory credits	practical credits
1- Clinical Pathology	4	2	2
2- Advanced Physiology	4	3	1
3- Advanced Diagnostic Pathology	3	1	2
4- Diagnostic Techniques and treatment procedures	2	2	-
5- Diseases of skin and endocrine glands	2	2	-
6- Diseases of eye and ear	1	1	-
7- Diseases of Digestive System (1)	3	3	-
8- Diseases of Digestive system (2)	2	2	-
9- Diseases of Respiratory system	2	2	-
10-Diseases of Cardio Vascular and Lymphatic system	2	2	-
11-Diseases of Nervous system	1	1	-
12-Diseases of Urogenital system	2	2	-
13-Infectious Diseases	3	3	-
14-Diagnostic Radiology	3	1	2
15-Clinical Practice-on duty (1)	3	-	3
16-Clinical Practice-on duty (2)	3	-	3
17-Clinical Practice-on duty (3)	3	-	3
18-Research Project for thesis (1)	4	-	4
19-Research Project for thesis (2)	4	-	4
20-Research Project for thesis (3)	4	-	4
Totals	55	27	28

Table XII

List of elective courses of Large Animal Medicine Specialist Training period

Name of the course	total credit units	theory credits	practical credits
1- Veterinary Epidemiology	2	2	-
2- Advanced Biometry	3	2	1
3- Clinical Pharmacology	3	2	1
4- Advanced Immunology	3	2	1
5- Diseases of Exotic and zoo Animals	2	2	-
6- Necropsy in the Diagnostic center	2	-	2
7- Veterinary Jurisprudence	2	2	-
8- Seminar 1	1	-	1
9- Seminar 2	1	-	1
10-Seminar 3	1	-	1
11-Advanced Toxicology	3	1	2
Totals	23	13	10

Table XIII

List of major courses of Small Animal Medicine Specialist
Training period

Name of the course	total credit units	theory credits	practical credits
1- Clinical Pathology	4	2	2
2- Advanced Physiology	4	3	1
3- Advanced Diagnostic Pathology	3	1	2
4- Diagnostic Techniques and Treatment Procedures	2	2	-
5- Diseases of Skin and Endocrine glands	2	2	-
6- Diseases of ear and eye	2	2	-
7- Diseases of Digestive system	2	2	-
8- Diseases of Respiratory system	2	2	-
9- Diseases of Cardiovascular and lymphatic system	2	2	-
10-Diseases of Nervous system	1	1	-
11-Diagnostic Radiology	3	1	2
12-Diseases of Urogenital system	2	2	-
13-Infectious diseases	3	3	-
14-Clinical Practice-on duty (1)	3	-	3
15-Clinical Practice-on duty (2)	3	-	3
16-Clinical Practice-on duty (3)	3	-	3
17-Research Project for thesis(1)	4	-	4
18-Research Project for thesis(2)	4	-	4
19-Research Project for thesis(3)	4	-	4
Totals	53	25	28

Table XIV

List of elective courses of Small Animal Medicine Specialist Training period

Name of the course	total credit units	theory credits	practical credits
1- Veterinary Epidemiology	2	2	-
2- Clinical Pharmacology	3	2	1
3- Advanced Biometry	3	2	1
4- Advanced Immunology	3	2	1
5- Diseases of Exotic and Zoo Animals	2	2	-
6- Advanced Toxicology	3	1	2
7- Necropsy in the Diagnostic center	2	-	2
8- Veterinary Jurisprudence	2	2	-
9- Diseases of Laboratory Animals	2	1	1
10-Seminar - 1	1	-	1
11-Seminar - 2	1	-	1
12-Seminar - 3	1	-	1
Totals	25	14	11

Table XV

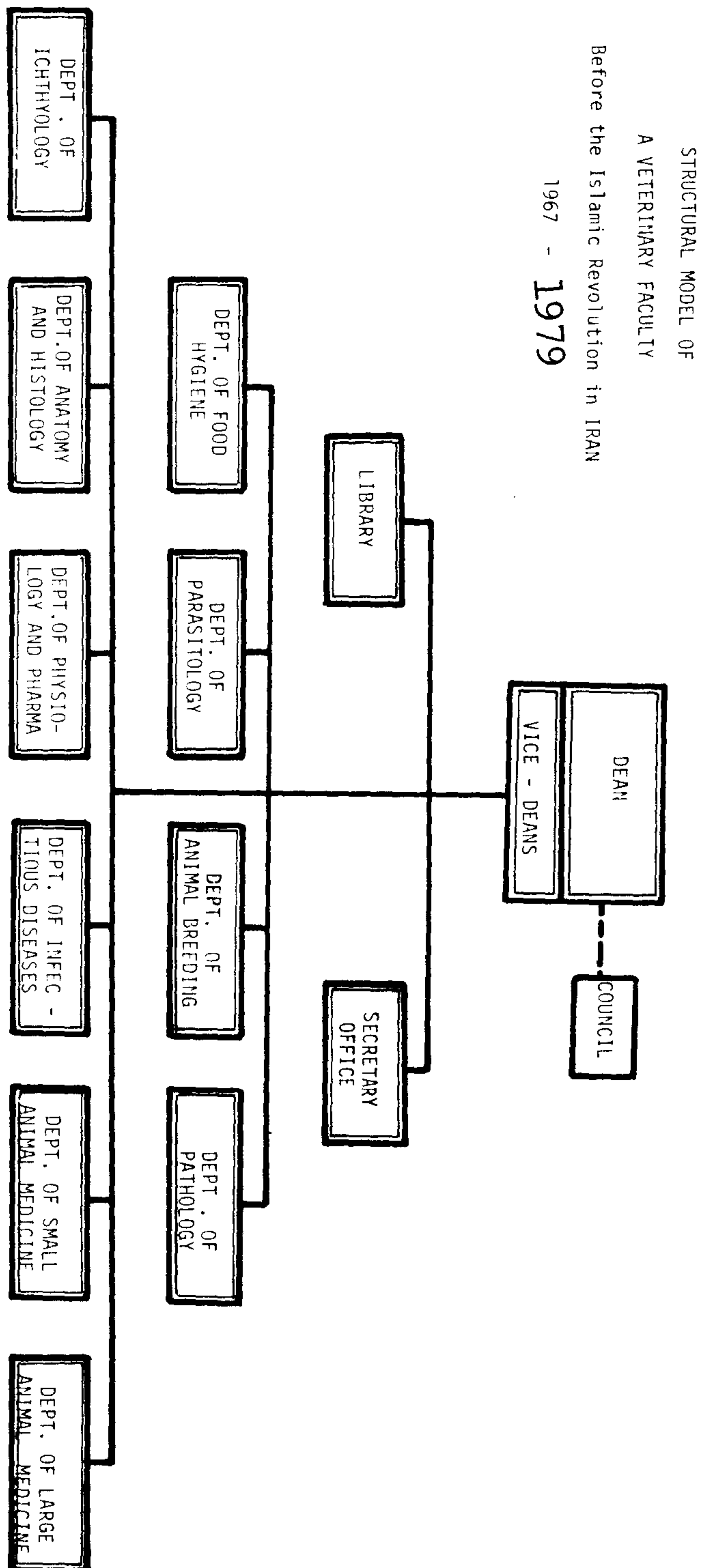


Table XVI

STRUCTURAL MODEL OF
A VETERINARY FACULTY
After the Islamic Revolution in IRAN
1981

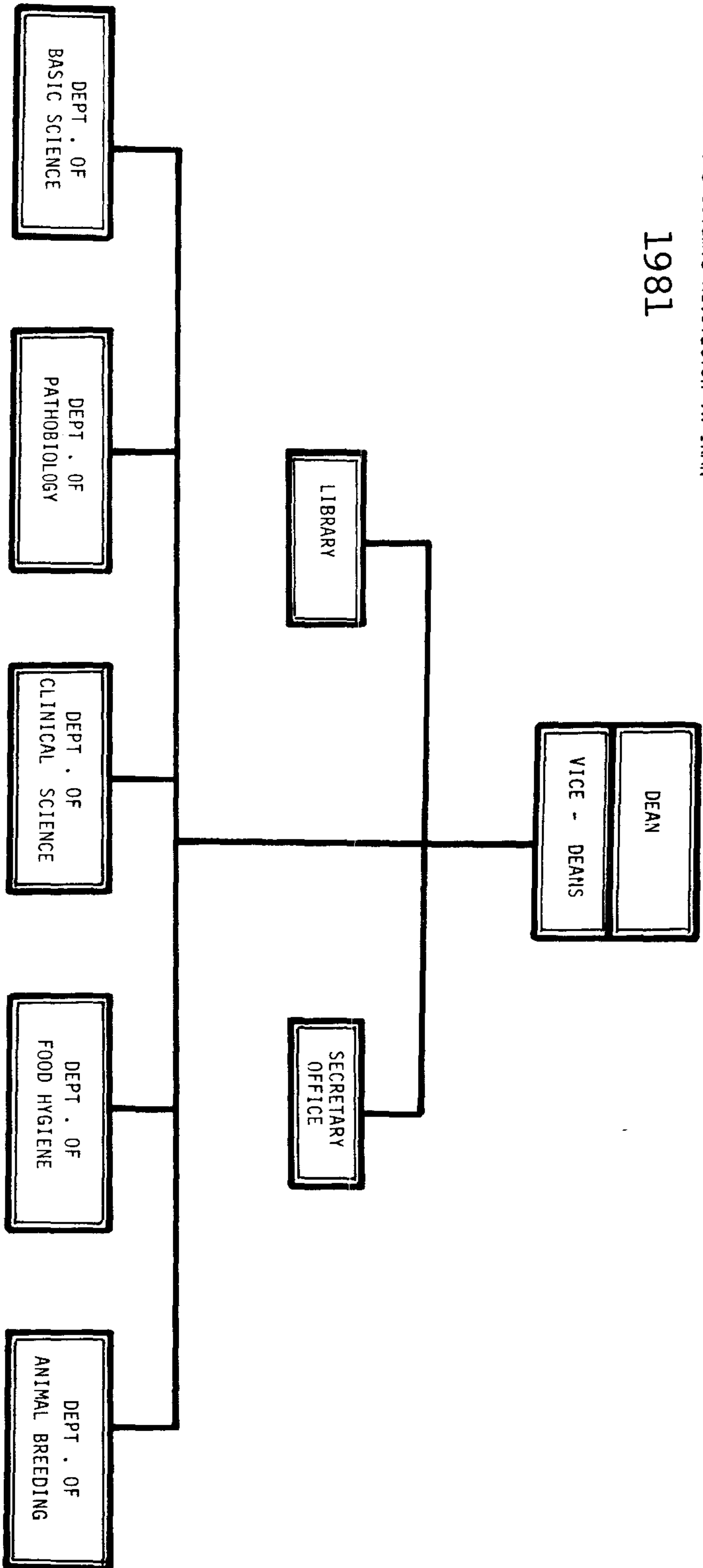


Table XVII

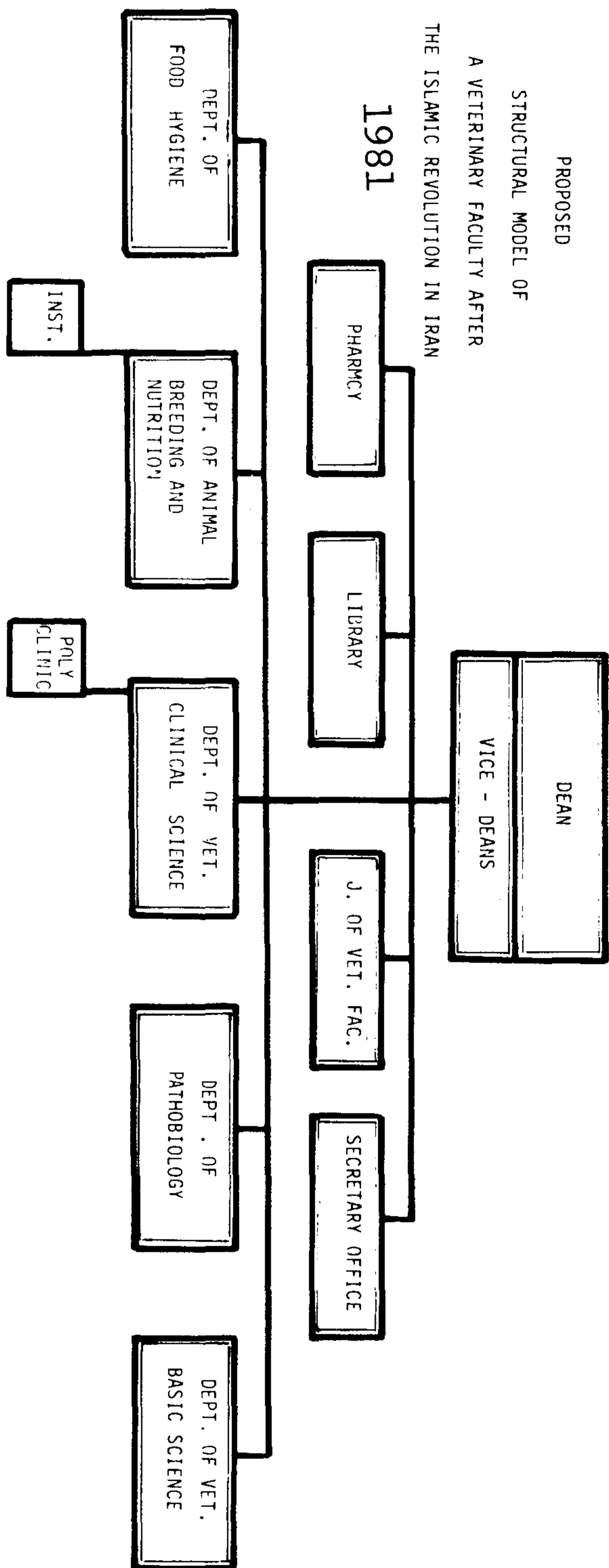


Table XVIII

Prospective Structural Model of the
Department of Basic Science in A Veterinary Faculty in
Iran Consisting of 8 sub departments:

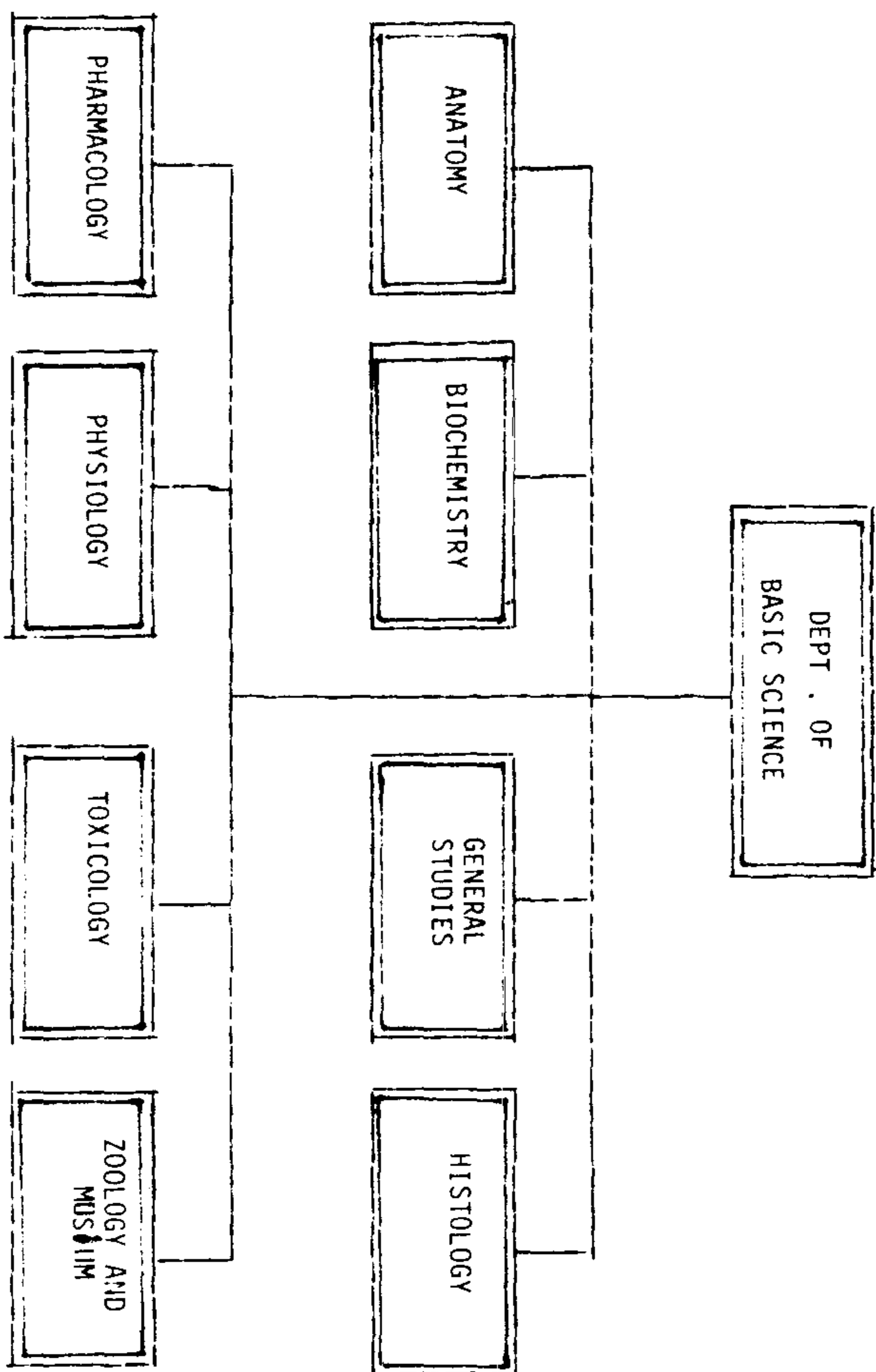


Table XIX

Prospective Structural Model of the
Department of Pathobiology in a Veterinary Faculty in Iran
Consisting of 5 sub departments :

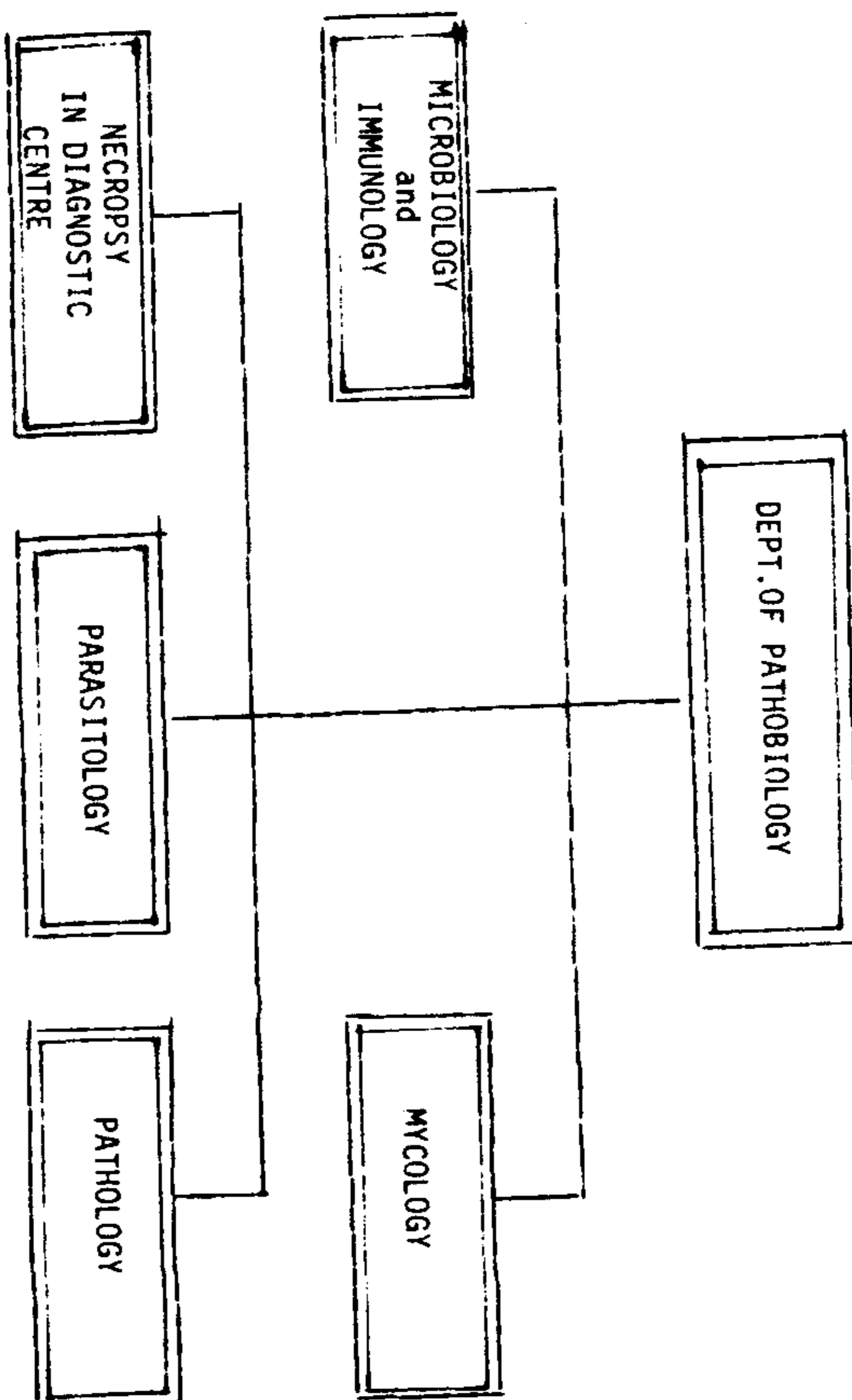


Table XX

Prospective Structural Model of the
Department of Vet. Clinical Science in a Veterinary Faculty
in Iran Consisting of 8 sub departments:

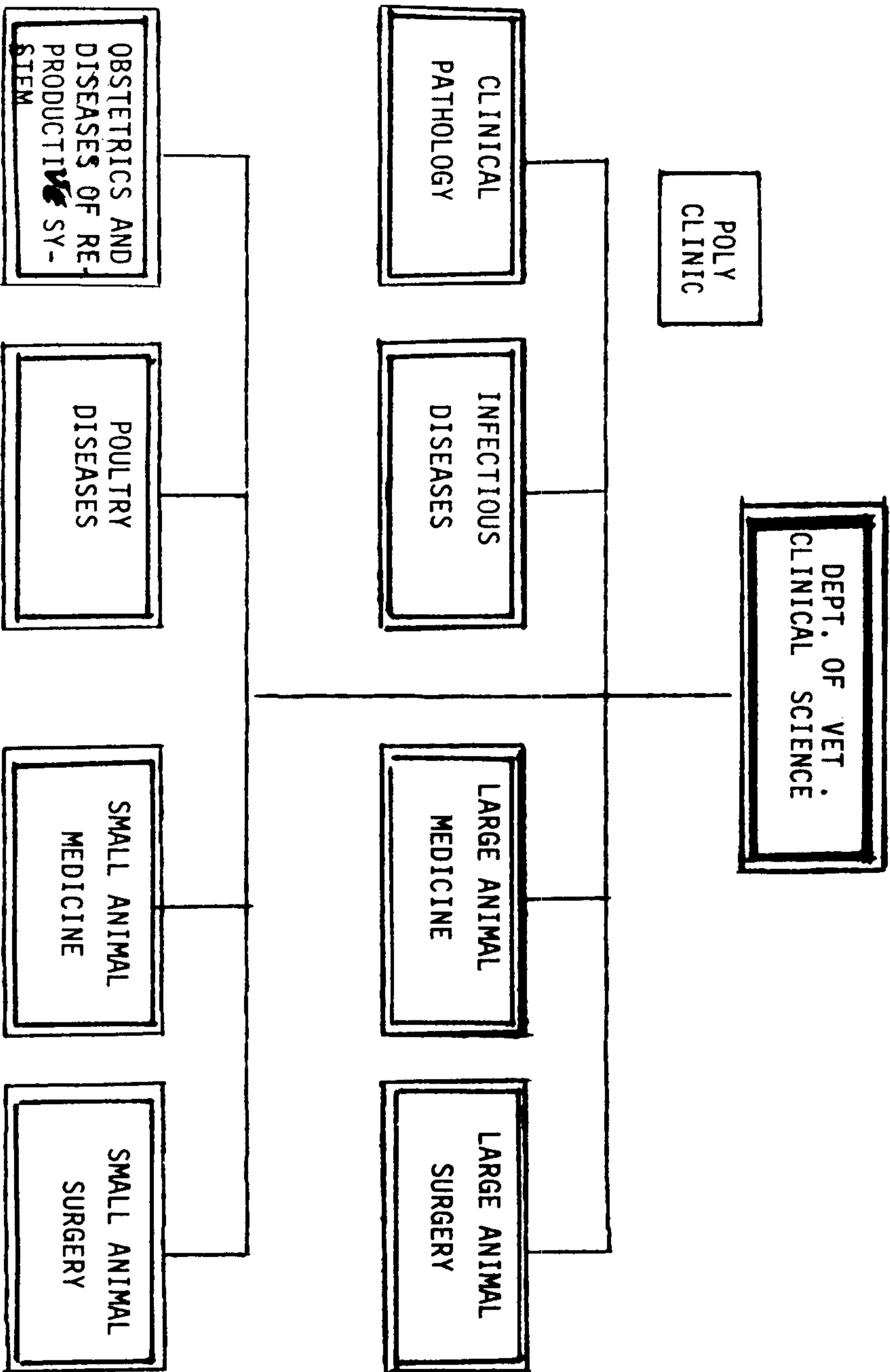


Table XXI

Prospective Structural Model of the
Department of Animal Breeding and Nutrition in a Veterinary
Faculty in Iran Consisting of 6 sub departments:

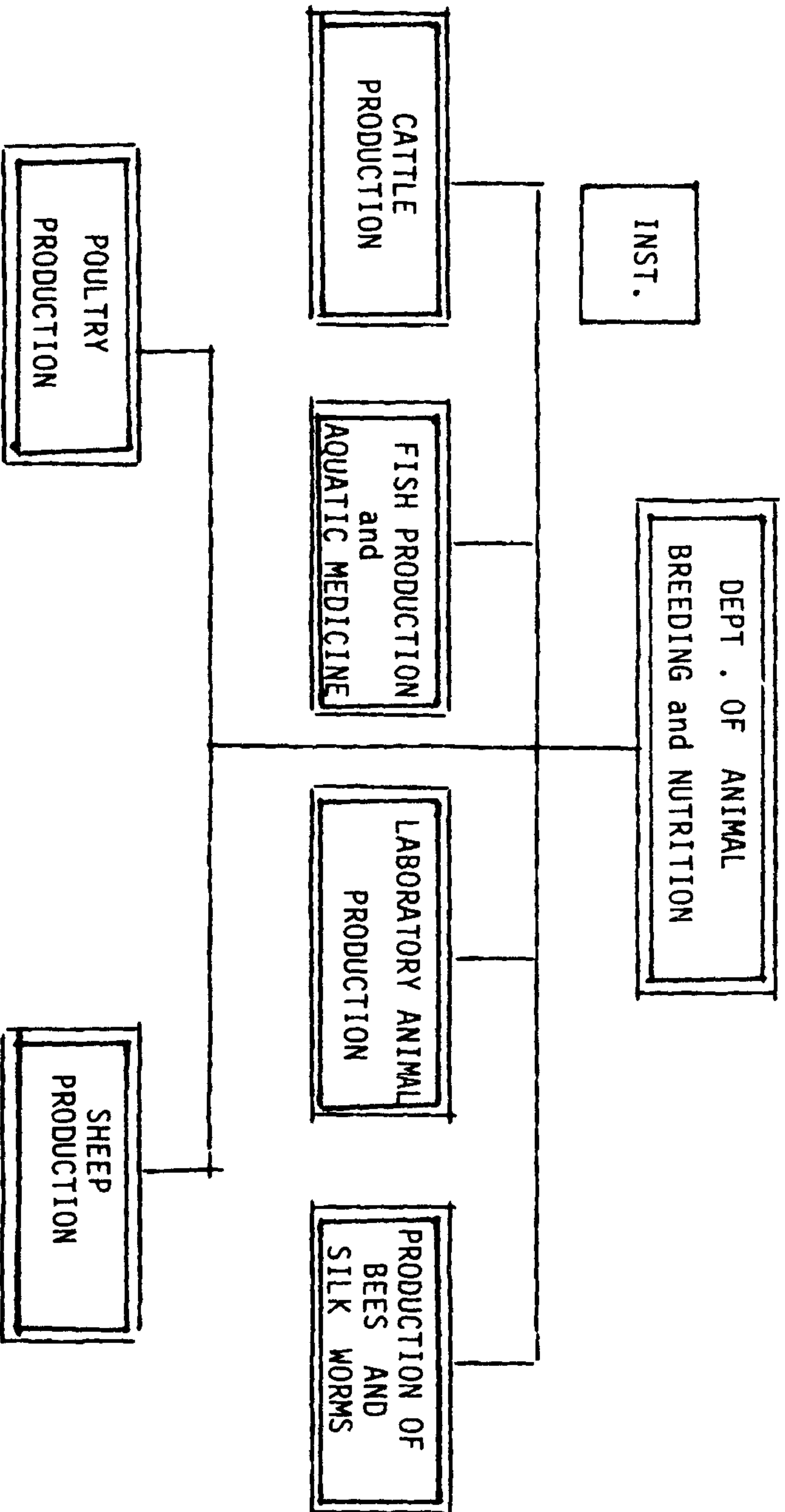


Table XXII

Prospective Structural Model of the
Department of Food Hygiene in a Veterinary Faculty in Iran
Consisting of 4 sub departments :

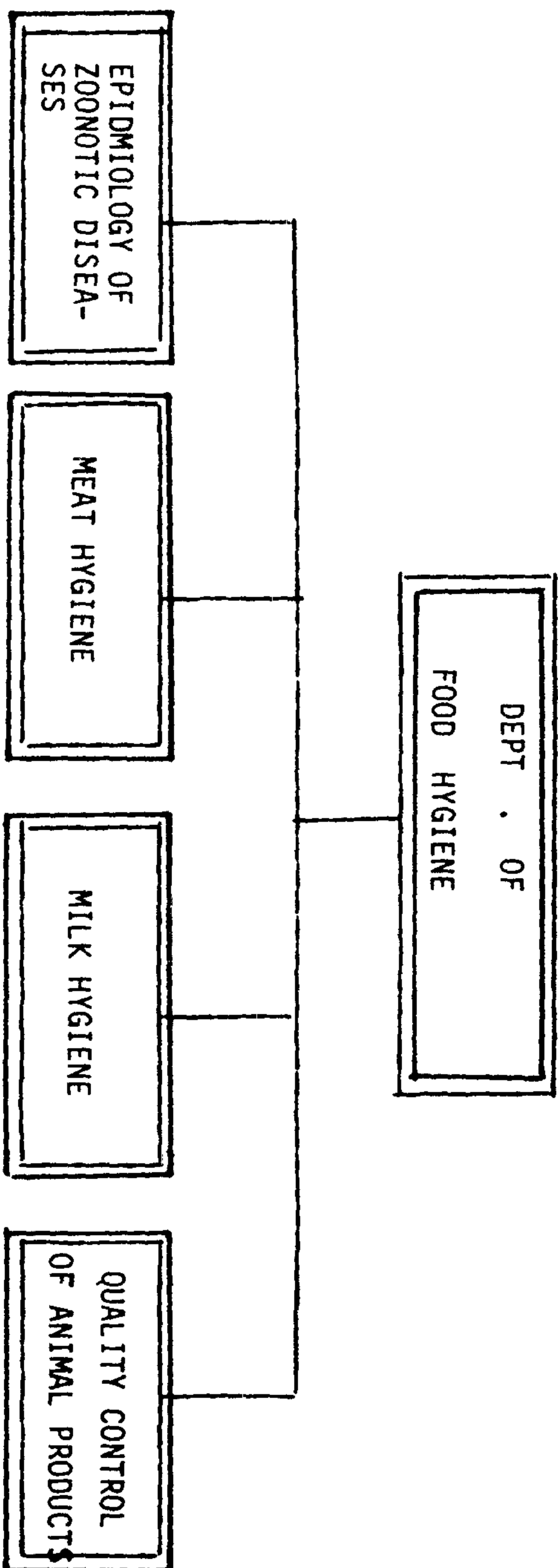
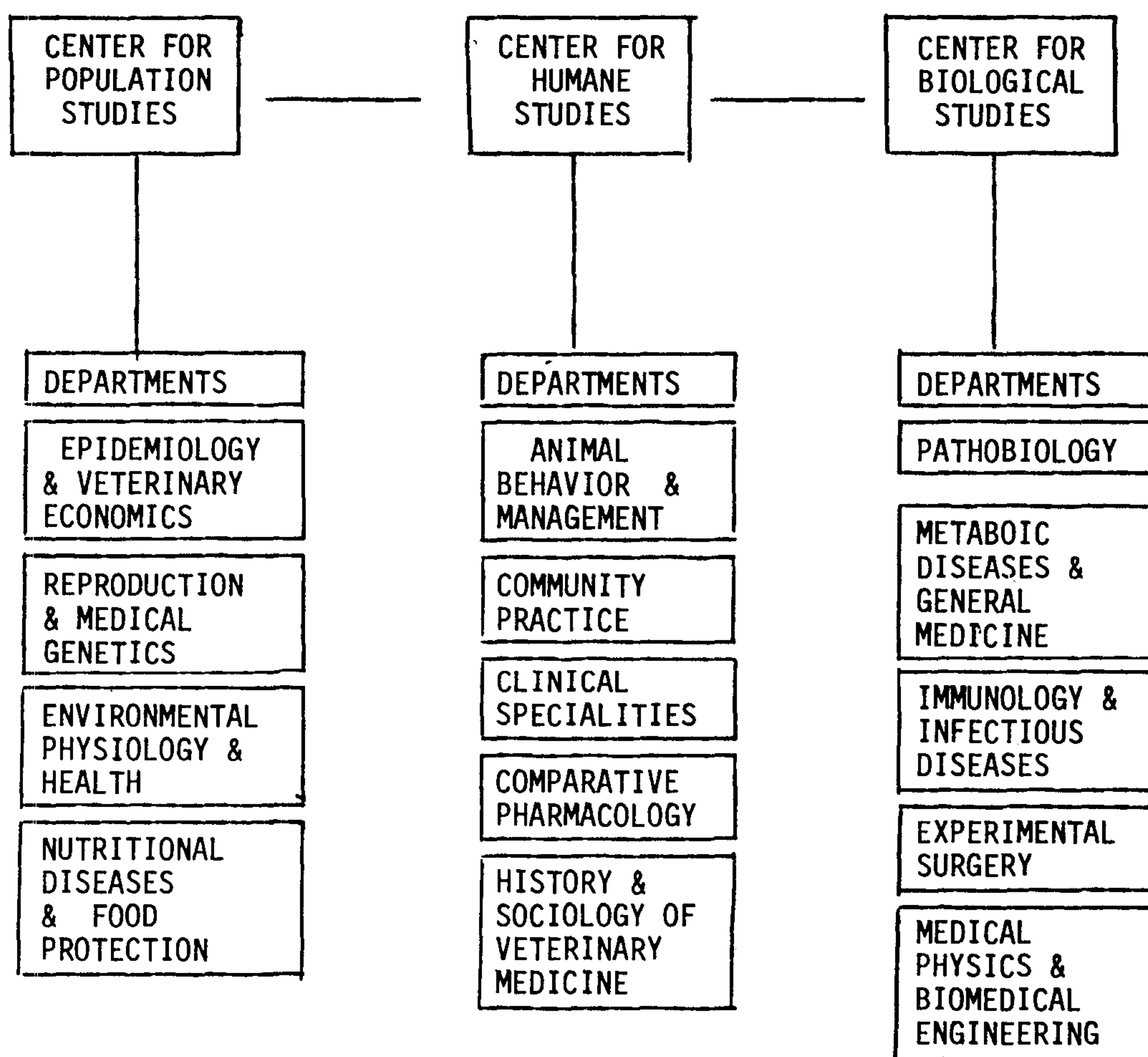


Table XXIII

School of Veterinary Medicine
Organized to Facilitate Fulfillment of Social Goals



A Structural model for a school of veterinary medicine of an economically developed country (Source: Schwabe, 1978).

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مجله دانشکده دامپزشکی، دانشگاه تهران، دوره (۲۳) شماره (۴ و ۳ و ۲ و ۱) تهران (۱۳۶۷)

نظام آموزش دامپزشکی در ایران بعد از انقلاب اسلامی

دکتر محمد علی راد*

دکتر مسعود تشفام**

بعد از انقلاب اسلامی در ایران (۱۳۵۷) برنامه های آموزش دامپزشکی توسط ستاد انقلاب فرهنگی و وزارت فرهنگ و آموزش عالی مطابق با نیازهای کشور بمنظور تربیت دامپزشکان و تکنسین های دامپزشکی با کفایت در دانشگاهها تهیه و تنظیم گردید. طی این مقاله سعی شده است با توجه به سیر تاریخ حرفه دامپزشکی در ایران مقاطع مختلف تحصیلی آموزش دامپزشکی براساس نظام نوین آموزشی در جهت تربیت متخصصین علوم دامپزشکی، دامپزشک عمومی، تکنسین و کمک تکنسین (واکسیناتور) دامپزشکی مورد بحث قرار گیرد. بر مبنای نظام آموزشی حاضر نتایج برنامه ریزی آموزش دامپزشکی که طی دو سال (از سال ۱۳۵۹ الی ۱۳۶۱) بطول انجامید، آینده حرفه دامپزشکی در ایران با توجه به توسعه اقتصاد کشاورزی و نقش دامپزشکی در اعتلای بهداشت و اقتصاد جامعه مورد بررسی و تحلیل قرار خواهد گرفت. تاسیس و ترکیب شورای آموزش دامپزشکی و تخصصی وابسته به وزارت فرهنگ و آموزش عالی و همچنین مشخصات کلی دوره های دستیاری (تخصصی) علوم دامپزشکی و برنامه های آموزشی دوره های تخصصی علوم تشریحی، پاتولوژی، جراحی، بیماریهای داخلی دامهای بزرگ و کوچک، بیماریهای طیور، مامائی و بیماریهای تولید مثل دام که برای اولین بار در ایران پایه گذاری شده است از جمله مطالبی است که طی مقاله مورد تاکید و بحث و بررسی بیشتر قرار می گیرد. در پایان مقاله مقایسه مختصری بین نظام آموزش دامپزشکی در ایران با سایر کشورهای جهان از ابعاد مختلف انجام می گیرد.

* گروه آموزشی علوم درمانگاهی، دانشکده دامپزشکی، دانشگاه تهران

** گروه آموزشی علوم پایه، دانشکده دامپزشکی، دانشگاه تهران