

Curriculum Alignment Map

The method of The Entrepreneurial Veterinarian against the competencies your accreditor already requires (AAVMC's CBVE 2.0 · WOAHO/OIE Day-1 Competencies)

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For curriculum committees · Serie Emprendedor · Competencies verified against the official document

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1 What this map is for

A curriculum committee does not adopt «an interesting book»; it adopts **a resource that covers a competency it is already required to meet**. This map is that bridge: it cross-references each chapter of *The Entrepreneurial Veterinarian* with **numbered** competencies from the two most widely used frameworks in the world —AAVMC's **CBVE 2.0** (US/Canada, and the basis for Australasia via AVBC) and WOA H/OIE's **Day-1 Competencies** (global standard)—.

⇒ Decision: The framing, in one sentence

Your accreditor **already requires** a business and finance domain (CBVE Domain 8; WOA H advanced 3.8). This method does not add a new topic to the curriculum: **it fills that domain and takes it from the mandatory minimum —financial literacy— to the exponential —founding a company—**. That is what this map demonstrates, competency by competency.

2 The anchor: the domain you already have to meet

The natural home of the method is **CBVE Domain 8, «Financial and Practice Management»**, reinforced by the career-planning competency in Domain 7.

ID	Competency (official CBVE 2.0 text)
8.1	Weighs financial factors in personal and business decision-making
8.2	Delivers veterinary services compliant with legal and regulatory requirements
8.3	Advocates for the health and safety of patients, clients, and members of the team within the workplace
7.6	Engages in career planning

In WOAHH, the anchor is the **advanced competency 3.8, «Administration and management»** —«the universal process of organizing people and resources efficiently»—, supported by 2.11 (Communication skills) and 2.9 (Veterinary legislation and ethics).

3 The fine map: chapter by chapter

For each of the 11 chapters, the **numbered** competencies the method develops and how. (The detail of each ID is in the Appendix 5.)

Chapter	CBVE 2.0	WOAH	How the method develops it
1 · Your knowledge is the asset	8.1, 7.6, 1.4	3.8	Turns clinical knowledge into an economic asset; frames the career decision (employee vs. own business) by weighing financial factors
2 · The one red line (commodity)	8.1, 1.4	3.8	Distinguishes the linear business —price-taker— from the exponential one; installs value-capture thinking
3 · SEE: the opportunity (and Beachhead)	8.1, 3.1, 4.1, 9.1	2.1, 2.4, 2.7, 3.8	Spots the exponential opportunity (antimicrobial resistance network, One Health) and the beachhead; uses epidemiology, risk analysis, and data as the business engine
4 · VALIDATE (Wizard of Oz)	5.1, 5.2, 9.1, 8.1	2.11, 3.6, 3.8	Mom Test (communication adapted to the audience); evidence-based validation (EBVM) and hypothesis testing (Wizard of Oz) before investing
5 · BUILD (AI-native)	8.1, 6.1, 6.2, 7.4	3.8	Designs the AI-native company; collaboration with cofounders/team; Planner-Critic-Executor as agentic operational structure
6 · CAPTURE (the moat)	8.1, 9.1, 3.1	3.5, 3.8	The defensible moat —proprietary data, Metcalfe network, trust—; biological risk «tamed» through regional network analysis
7 · SCALE (model and capital)	8.1, 8.2, 7.6	2.9, 3.8	Business and financing models; legal/regulatory compliance; financial implications of the trajectory

8 · HARVEST (plan your exit)	8.1, 8.2	3.8	Liquidity planning and exit event (M&A or IPO); preparing audit-ready assets and governance for legal/technical due diligence
9 · The five tomographies	9.1, 8.1, 1.6	3.6, 3.8	Analysis of real cases (the Tomography Method); adapting judgment to varied scenarios
10 · Honest objections	7.1, 7.3, 8.1	2.9, 3.8	Professional ethics; reflection and honest response to criticism; confronting obsolescence
11 · The call	7.6, 7.5, 8.1	3.8	The decision to launch (career planning); well-being; the first concrete move

3.1 The AI track (a cross-cutting competency)

AI fluency is **not** a named competency in either framework —CBVE dates to 2024 and the Day-1 Competencies to 2012—, so it maps to the **spirit** of several: CBVE 7.4 (self-directed learning), 9.1 (EBVM — validating every AI output), 1.7 (recognizes limitations... consults as needed) and 5.x (Communication). It is the **forward-looking extension** the method contributes and that a competency framework does not yet capture —an argument of relevance, not of compliance—.

4 Honesty: what this map DOES and DOES NOT claim

▲ Read this before presenting it to a committee

- **YES:** the method **develops and evidences** the competencies listed, with Domain 8 as its home. The IDs and texts in the Appendix 5 are **verbatim** from the official document.
- **NO:** no framework «requires» founding an **exponential startup**; they require **financial literacy and practice management**. The method covers that minimum and **extends** it toward the exponential. Presenting it as «required by the accreditor in order to be an entrepreneur» would be over-claiming.
- Several cross-references are the content of the method **serving the spirit** of a competency (e.g., the Mom Test serves Communication 5.x + EBVM 9.1), not a literal one-to-one mandate.
- **Confirm** the versions and the weights in force at your school: the CBVE is revised periodically and each program adapts it. This map is the starting point, not the final word.

5 Appendix • The complete frameworks (reference)

5.1 CBVE 2.0 (AAVMC) — 9 domains, 32 competencies

Official text, verified against the framework PDF.¹

ID	Competency
D1	Clinical Reasoning and Decision-making
1.1–1.7	Gathers information; synthesizes differential diagnoses; creates/adjusts the plan according to evidence; integrates economic considerations (1.4); prioritizes and allocates resources; adapts knowledge; recognizes limits and consults
D2	Individual Animal Care and Management (2.1 procedures; 2.2 welfare and prevention)
D3	Animal Population Care and Management (3.1 population management with legal and economic realities; 3.2 biosecurity; 3.3 welfare)
D4	Public Health (4.1 zoonotic/transboundary/emerging; 4.2 health of people and the environment)
D5	Communication (5.1 listens and communicates; 5.2 adapts to diverse audiences; 5.3 documentation)
D6	Collaboration (6.1 integrates input; 6.2 leads or collaborates depending on context; 6.3 relationships; 6.4 inclusion)
D7	Professionalism and Professional Identity (7.1 ethics; 7.2 time; 7.3 reflection/feedback; 7.4 self-directed learning; 7.5 well-being; 7.6 career planning)
D8	Financial and Practice Management (8.1 weighs financial factors in personal and business decisions ; 8.2 legal/regulatory compliance; 8.3 workplace health and safety)
D9	Scholarship (9.1 evidence-based veterinary medicine; 9.2 dissemination of knowledge)

5.2 WOAHH/OIE Day-1 Competencies — 11 specific + 8 advanced

¹AAVMC, *CBVE 2.0 Competency Framework* (© 2024, CC BY-NC-ND 4.0): «nine domains of competence», «32 competencies». Official PDF.

Global standard, the basis for curriculum reforms in developing countries.²

Group	Competencies
Specific (2.1–2.11)	Epidemiology · transboundary diseases · zoonoses · emerging diseases · prevention and control programs · food hygiene · veterinary products (incl. antimicrobial resistance, 2.7) · animal welfare · legislation and ethics (2.9) · certification · communication skills (2.11)
Advanced (3.1–3.8)	Organization of veterinary services · inspection and certification · management of contagious diseases · food hygiene · risk analysis (3.5) · research (3.6) · international trade · administration and management (3.8)

²WOAH/OIE, *Recommendations on the Competencies of graduating veterinarians (“Day 1 graduates”)* (May 2012). Official PDF.