

Editorial



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Current social discussions of our Country, where the political concept of the region achieves absolute preponderance, confirms the importance of regional universities, and the fundamental role they play in future socio economic challenges that Colombia should face.

Poverty conditions and vulnerability, mostly faced by rural sector, have recently encouraged social peasant movements which forced the government, associations, and the political sector to take urgent actions in order to negotiate public policy steps aimed at approaching agrarian demands.

Within these scenarios, the concept that our Country is a nation of regions was assumed with unusual force, and parting from this idea, many development projects were agreed. This idea of a decentralized state is a primary source of thought by LA GRAN COLOMBIA UNIVERSITY -UGCA, Armenia Office; this university has lastly led the idea of recognizing the transcendental role plaid by regional universities in Colombia.

Bearing in mind this criterion, and recognizing the regional context and its necessary communication with the world and internationalization, we prepare curricular profiles of the various academic programs at UGCA, in harmony with modern concepts of competitiveness, productivity, innovation and creativity within principles of human, ethic, and solidary development with social responsibility.

Regional universities look at the country and the world from their close reality, and they are fundamental to develop policies of quality, coverage, social projection, research, mobility and internationalization, bearing in mind the idea that, domestic realities are interpreted parting from the local context, and the scope includes globalization of knowledge, which leads to students formation with a critical thought of regional development, without disregarding the relationship with a dynamic and interconnected world.

Quality standards are founded on formation through general and specific competences, by creating profiles in preparation of a curricular structure in agreement with skills required

in the various academic programs provided by the university. A direct relationship between the professional profile to be achieved and the curricular route to attain it, is guided by vocation toward meaningful learning, which involves planning and designing a dynamic integrating curriculum with horizontal, vertical and transversal movements.

This strategy and curricular alternative have led all actors to participate in proposed goals. For the case of horizontal movement, which is identified through arranged, sequential, coherent, and connected steps that academic credits should contain within the structure of each discipline, this programmatic design is supported by methodological orientation for teaching service, that should bear a logic and pedagogic sense, considering that quality achievement begins at the classroom, understood not as a physical space, but as the dynamic scenario among teachers and students looking for: achieving identifiable learning, using tools to achieve autonomous knowledge, and attaining conventional wisdom. In turn, verticality has been oriented toward the need for higher education to integrate credits programmed at each academic semester, by relating disciplinary knowledge to socio humanistic formation, by means of projects which relate skills and values, seeking that students achieve a holistic formation.

Likewise, fundamentals of social pedagogy have driven us to find new alternatives aimed at preventing concerning percentage of withdrawal from higher education nationwide, through ideas which involve all social actors composing education communities, by achieving their participation in order to find shared solutions to benefit our students.

The School of Pedagogy and Educative Research – EPIE (Spanish abbreviation), at our university, together with the PAIDEIA research group, are the greatest institutional mechanism to run both internal and external actions in order to spread the speech of the UGCA academic thought to all actors, through actions of traceability, which include pedagogic exercise in all mission axles of university structure.

All of our mission strategies are within principles of quality, in search of excellence as the fundamental way for high quality accreditation of our academic programs, which is the institutional first objective, upon achieving renewal of all undergraduate and graduate qualified registry, and of course, after considering such positive comments included in the act of initial conditions provided by members of the National Council of Accreditation –CAN (Spanish abbreviation)

Finally, it is worth to stress that quality certification in effect, and with the expectation of new developments, is an added value to strengthen the whole institutionality, and keep efficient and effective communication among academic life and administrative, and financial processes of any university that, like La Gran Colombia, is committed to continuous improvement of all of its processes.