

Accreditation Results
(Accreditation Results for School of Dental Education)

**Aichi Gakuin University,
School of Dentistry**



Basic Information of the Institution	
Ownership: Private	Location: Aichi, Japan
Accreditation Status	
Year of the Review: 2025	
Accreditation Status: accredited (Accreditation Period: April 1, 2026 – March 31, 2033)	

Accreditation Results for Aichi Gakuin University, School of Dentistry

The School of Dentistry, Aichi Gakuin University, is guided by the founding spirit of striving for character development through “the unity of learning and practice” rooted in the Buddhist spirit, particularly Zen teachings, and the cultivation of contributing members of society capable of living with “a sense of gratitude towards all life in the world.” Based on this spirit, the School sets forth its own purpose to “foster human resources who practice the founding spirit of ‘the unity of learning and practice’ and ‘a sense of gratitude towards all life in the world’ in the field of dental education, apply broad knowledge and outstanding technical skills to truly contribute to the nation’s dental healthcare, and demonstrate a strong commitment to lifelong self-improvement; dentists who, as highly qualified medical professionals, are capable of making outstanding contributions in the international community as well; and outstanding individuals capable of playing an active role as leaders in the education and research of dental care and dental medicine.” To achieve this purpose, the School is committed to training dentists with strong ethical values and a rich sense of humanity, dentists with interdisciplinary knowledge and culture, and dentists highly proficient in dental care skills. The School also places strong emphasis on international contribution and cooperation in community dental care.

The School has designed a systematic curriculum with three groups of courses—liberal arts courses, basic specialized courses, and clinical specialized courses—that incorporates clinical clerkships and aligns with the Model Core Curriculum for Dental Education in Japan AY2022 Revision. The School also offers a pre-matriculation education program designed to supplement students’ basic academic skills in science. In terms of educational methods, the School employs a diverse range of approaches. In interprofessional education and similar programs, it incorporates problem-based learning (PBL) and team-based learning (TBL) and organizes visits to facilities for the elderly, among other approaches, in collaboration with the University’s own School of Pharmacy, Junior College Department of Dental Hygiene, and Dental Technician School, as well as faculties of medicine, health sciences, pharmacy, and social welfare at other universities. As for clinical clerkships, the School is working to enhance its clinical practice by securing clinical space prioritized for clinical clerkships through such measures as establishing “student dentist priority units” and setting aside student dentist priority appointment slots within the appointment booking system using electronic dental records

(EDR).

Particularly noteworthy is the education on professionalism and interprofessional collaboration. Through such courses as “The Role of Dentists,” “Professionalism as Dentists,” “Healthcare Communication and Interprofessional Collaboration I,” “Healthcare Communication and Interprofessional Collaboration II,” “Assembly III,” and “Clinical clerkship A,” students engage in uninterrupted learning from their first year as they advance through the years. That this curriculum leads to the outcome of acquiring professionalism and interprofessional collaborative competencies is highly commendable. In addition, in the area of student support, the School provides study rooms for fifth- and sixth-year students, a simulation practice room for advanced skills training, and other facilities in the Clinical Education and Research Building located adjacent to the University Dental Hospital. This effort to create an environment conducive to independent learning is commendable as an initiative that enhances educational effectiveness.

On the other hand, there are several issues that need to be addressed.

Most notably, in the area of quota management, the recruitment quota remains unfilled, and the average ratio of freshman enrollment to the recruitment quota in the past five years is low at 0.81. While initiating measures such as diverse admission systems, the School is expected to evaluate the outcomes and continue to attract students with a strong commitment to pursuing careers as dentists. In addition, the School has high dropout rates among first- and fourth-year students, along with a large number of repeaters in the fourth year. Since failure in the Dental Common Achievement Test (Dental CBT) is the primary cause of grade repetition and dropouts in the fourth year, the School has introduced new seminar sessions for CBT and other measures. Nevertheless, further enhancement of academic guidance and student life guidance is desired. As for the faculty, the performance evaluation of tenured full-time faculty members lacks clearly defined numerical targets or similar benchmarks to be achieved in areas such as research achievements, educational activities, and clinical performance. The School is encouraged to consider such measures as establishing these criteria to improve its standards of education and research.

To address these issues, the School is expected to leverage the results of this Accreditation for School of Dental Education to continue conducting self-study activities with a view to improvement, strengthen the quality assurance and enhancement of dental education at the undergraduate level, and further develop its distinctive features.