

**Results for Certified Evaluation and Accreditation for
Professional Graduate School of Public Health**

**Teikyo University Graduate School of Public Health,
Division of Public Health**



Basic Information of the Institution	
Ownership: Private	Location: Tokyo, Japan
Accreditation Status	
Year of the Review: 2025	
Accreditation Status: accredited (Accreditation Period: April 1, 2026 – March 31, 2031)	

Certified Evaluation and Accreditation Results for Teikyo University Graduate School of Public Health, Division of Public Health

The Division of Public Health, Teikyo University Graduate School of Public Health (hereinafter, the “Graduate School”), defines its educational purpose as “to develop highly specialized professionals capable of addressing public health problems based on scientific judgement in a leadership capacity,” and envisions “continuing to establish itself as a frontrunner of professional public health education with the mission to train leaders who aspire to create a healthier society by providing problem-solving and research skills that bridge science and practice” and “helping to build a better, healthier society through integrating professional public health education and research that provide solutions for public health challenges.” The Graduate School formulates an action plan every three years and an action guideline and KPIs annually based on the above medium- and long-term visions.

The educational program offers courses categorized into specialized, application and practice, and common, along with the MPH Seminar and Capstone Project. The courses and seminars seek to develop such competencies as problem-solving skills, communication skills, analytical skills, and leadership skills.

As for the international dimension, the doctoral program offers intensive seminars in English with invited guest professors from Harvard University and other overseas partner institutions. Available to all Graduate School students on a for-credit basis as well as for audit, these intensive seminars are a distinctive feature aimed at inspiring a global perspective in students.

There are a number of areas of improvement the Graduate School should address, however. First, under the competency-based educational model introduced in AY2014, efforts have been made to enhance the practical relevance of the educational program, with one example being the establishment of assessment criteria to assess student achievement of the expected learning competencies. Further improvement can be made by developing and providing tools currently unavailable for students to gauge their own learning. Second, the Graduate School’s faculty development (FD) workshops and the faculty meeting, a session for routine administrative communications, are held concurrently. The purpose and nature of the two meetings are not clearly stated, and this situation needs to be corrected.

To address the above issues, the Graduate School is recommended to utilize the results of this Certified Evaluation and Accreditation for Professional Graduate Schools

of Public Health and continue its self-study efforts for improvement. Going forward the Graduate School is expected to assure and enhance the quality of education as it strives to further develop its unique features.