

Accreditation Results
(Accreditation Results for School of Veterinary Medicine)

Nihon University
College of Bioresource Sciences,
Department of Veterinary Medicine



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, 2033)	

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for Nihon University, College of Bioresource Sciences,
Department of Veterinary Medicine

The Department of Veterinary Medicine (Undergraduate Program), College of Bioresource Sciences, Nihon University, based on the University's educational philosophy of "independent creativity" and the College of Bioresource Sciences' educational philosophy derived therefrom—"to contribute to the sustainable development of science and technology by identifying and solving various challenges related to life, food, resources, and the environment facing Japan and the international community"—has established the following educational objectives: "Veterinary medicine, with animal healthcare as its foundation, aims to maintain and promote animal health while contributing to human health and welfare. To this end, it seeks to cultivate veterinarians who possess the knowledge and skills required to meet societal needs across a wide range of fields, including exploration of the mechanisms of life activities, diagnosis, treatment, and prevention of diseases, promotion of public health, protection of wild animals, and environmental conservation." Based on these educational objectives, the department defines the eight competencies required of veterinarians as the goals to be attained in the degree award policy (diploma policy), and systematically organizes the curriculum by competencies, such as University-Wide General Education Courses, Liberal Arts Courses, Basic Specialized Courses, and Specialized Education Courses. Under the curriculum for students admitted up to and including AY2022, the department classifies the Specialized Education Courses into four fields—Basic Veterinary Medicine, Applied Veterinary Medicine, Clinical Veterinary Medicine, and Comprehensive Veterinary Medicine—and arranges the appropriate courses according to the curriculum design and implementation policy (curriculum policy), thereby structuring the program so that students progressively acquire the advanced specialized knowledge required of veterinarians. In the new curriculum for students admitted in AY2023 and beyond, the department evenly distributes Broad-Based Basic Courses (Physics, Chemistry, Biology, and Earth Science) across years 1 through 5, while progressively arranging courses in Introductory and Basic Veterinary Medicine, Pathobiological Veterinary Medicine, Applied Veterinary Medicine, and Clinical Veterinary Medicine as students advance through the years. In the final year, the department offers courses in expanded veterinary fields, including off-campus training and clinical research.

As for research activities, the College of Bioresource Sciences has established the

Veterinary Research Center, which brings together various analytical instruments for use in student experiments conducted as part of graduation research and for research at the graduate level. The Center and other diverse research facilities serve as venues for numerous interdisciplinary research projects conducted in collaboration with multiple departments among the eleven departments comprising the College of Bioresource Sciences, contributing not only to establishing the foundation of veterinary research but also to advancing veterinary education. This is worthy of recognition as a distinctive feature.

With regard to student enrollment and post-enrollment support, the department has established multiple admission categories in addition to the general entrance examination and administers the latter at numerous locations across Japan, thereby providing opportunities to more applicants and diversifying the student body—a feature also worthy of recognition. It is commendable as well that the College has established its own generous scholarship programs to provide students with financial support, in addition to scholarships offered by the Japan Student Services Organization (JASSO) and the university-wide scholarship programs.

Despite the recognition of these distinctive educational and research activities, several issues have been identified as described below.

First, as was also pointed out in the results of the Accreditation for School of Veterinary Medicine conducted by JUAA in AY2018 (hereinafter, the “previous accreditation”), the department still lacks a mechanism for systematic self-study. In addition, the results of third-party evaluations, including the Accreditation for School of Veterinary Medicine, have not been used effectively to improve and enhance the department’s educational and research activities. Prompt corrective measures are required.

As for educational content, methods, and outcomes, dissections using cattle, pigs, chickens, dogs, and cats are not conducted in anatomy clinical practice that uses animal cadavers; instead, alternative methods are applied, using actual specimens treated with preservatives, organ models, and other materials. In necropsy clinical practice, while necropsy requests and other referrals are received from the affiliated veterinary teaching hospital (Nihon University Animal Medical Center) and other facilities, the number of participants is limited to approximately one quarter of the students in each year, and pathological lesions obtained from routine necropsies are preserved as formalin-fixed tissues for use as an alternative. In both clinical practices, steps should be taken to make more active use of animal cadavers by incorporating a wider variety of animal species. Furthermore, in the Clinical Clerkship, the number of farm animal and companion animal

cases per student falls short of the appropriate ratio stipulated in the Veterinary Educational Program Standards, pointing to the need for improvements that include expanded supplementary education and other measures. As for assessing academic achievement, the validity of assessments using grade distributions for each subject has not been verified, necessitating improvements to ensure greater fairness and rigor.

Regarding the facilities and equipment necessary for veterinary education, as was pointed out in the previous accreditation results, the department has an insufficient number of clinical practice rooms relative to the student body, lacks facilities for equine clinical practice in the Clinical Clerkship, and needs to improve the equipment for interactive instruction and active learning. Furthermore, a large animal anesthesia recovery room (for cattle) has not been established, nor have any alternative facilities. Although optional, equine facilities and equipment should be properly provided. Continued efforts are also required to address the aging animal housing facilities, the shortage of clinical practice space for small and large animals, and the lack of individual spaces for student life guidance and other purposes.

In terms of student support, given the relatively high rate of grade repetition among first-year students, improvements are needed to enhance student motivation to continue their studies by promoting independent learning and providing remedial classes and supplementary education tailored to individual student abilities.

With regard to faculty, as was also pointed out in the previous accreditation results, the ratio of faculty members in veterinary medicine education to the student enrollment cap does not meet JUAA's Standards. With due consideration for teaching loads and student needs, the department must clearly identify the areas of improvement, such as the shortage of faculty members in the farm animal field, and explore a medium- to long-term faculty staffing plan for incremental recruitment and increase the number of key faculty members. Taking into account the proportion of female faculty members and the imbalanced age distribution, greater efforts are required to structure the faculty with due consideration for sustainability and diversity in terms of gender, nationality, and other factors. As for the activities of individual faculty members, the department is required to establish a mechanism for conducting self-studies, not only in terms of research but also education, social contribution, university management, clinical work, and other activities, along with a method for making the results public. The department is further expected to share and use information across the department to continuously improve the quality of veterinary education, research, and technology.

While continuing to address these issues, the department, as part of a comprehensive university, is expected to develop a distinctive veterinary curriculum by deepening its

collaboration with the diverse departments within the College of Bioresource Sciences.