

Accreditation Results
(Accreditation Results for School of Dental Education)

**Tokyo Dental College,
Faculty of Dentistry,
Department of Dentistry**



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)	

**Accreditation Results
for Tokyo Dental College, Faculty of Dentistry,
Department of Dentistry**

The Department of Dentistry, Faculty of Dentistry, Tokyo Dental College, is dedicated to training dentists who fulfill their social responsibilities, based on its humanistic founding spirit and educational philosophy of “Be a Good Human Before Being a Dentist,” and the purpose of “teaching and conducting research in the specialized academic discipline of dentistry while cultivating individuals with a well-rounded education and noble character, thereby contributing to the welfare of humankind”. The department has formulated the following four educational policies and published them as its mission statement: (1) Advancing life sciences-based dental medicine and advanced technology-driven dental care; (2) Providing education in human qualities for the practice of dentistry based on the spirit of care, which lies at the heart of medicine; (3) Cultivating competencies for collaboration and practice with other disciplines related to healthcare; and (4) Fostering professionals committed to healthcare at the local, national, and global levels.

To achieve these missions, the department has designed a wide variety of courses to foster the human resources envisioned in the founding spirit, including progressive and continuous communication education, IT literacy education, graduation thesis research, and overseas training programs, all delivered through a six-year integrated program based on a diagonal curriculum. In terms of educational methods, the department actively incorporates problem-based learning (PBL) with noteworthy approaches such as student-led group discussions.

Distinctive features of the department include initiatives to raise students’ academic motivation and career awareness, such as the early introduction of a freshman seminar in the first year and a residential off-campus seminar in the third year. In pre-clinical education, the department introduces education in removable partial denture design and fabrication using intraoral scanners and dental CAD/CAM systems, as well as oral surgery education using VR devices with VR goggles for 80 students and in-house clinical education software. The introduction and implementation of this digital dentistry education is another distinctive feature of the department in terms of sophisticated, cutting-edge clinical education.

In the area of student support, the department has in place various initiatives for academic support, student life support, and career support. Furthermore, the establishment of the “Student Mental Health Counseling Room” enables the department

to respond to students' psychological issues as well. These measures are commendable as they provide meticulous educational support.

Regarding faculty and faculty organization, the department conducts systematic, comprehensive, and diverse Faculty Development (FD) and Staff Development (SD) activities to enhance the competencies of its faculty and staff. These efforts are commendable as distinctive features of the dental education program, as they directly contribute to improving student learning outcomes through enhancing the quality of education, student support, and other areas. The department's practice of recognizing faculty members who receive top ratings in student course evaluations as a means of boosting faculty motivation is also commendable as a distinctive feature of this program.

On the other hand, the following issues have been identified. First, the operational rules and regulations governing make-up examinations are insufficiently developed, and regulations concerning student access to grade information and grade appeals have yet to be established. Second, the absence of a general patient consent form at one of the three clinical practice hospitals is an issue that requires immediate attention. In addition, while the department currently has no foreign faculty members, it is considering their hire to enhance foreign language education, and improvement in this area is expected.

Furthermore, both the formulation of admission policies reflecting respective student selection methods and the assurance of anonymity in the admission decision process for entrance examinations merit consideration for future discussion.

To address these issues, the department 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 the distinctive features and strengths of the dental education program.