

VALUE-CREATING EDUCATION (VCE)

VCE 310 | HUMAN GEOGRAPHY AND COMMUNITIES STUDIES | 4 quarter hours (Undergraduate)

This course explores Japanese educator Tsunesaburo Makiguchi's (1871-1944) pioneering educational paradigm of human geography and its innovative curricular application in local communities studies. Students will also explore Makiguchi's unique approaches to reading and writing instruction. Bringing the community into the classroom and the classroom into the community, Makiguchi's synergistic harmonization of life and learning outlines multiple modes of interaction between humans and their natural surroundings. This approach employs direct observation of phenomena, fact, and daily living to elucidate the causal laws connecting humans and their surroundings. Special focus is placed on the contemporary relevance of this approach and on Makiguchi's unique contributions of "humanitarian competition", the development of identity in local, national, and global dimensions, and on education as a socially and epistemologically empowering act.

VCE 311 | VALUE-CREATING APPROACHES TO SOCIETY, KNOWLEDGE, AND POWER | 4 quarter hours (Undergraduate)

This course explores the formative context and content of value creation as the font of agency, social engagement, and genuine, almost existential happiness. Centered on the non-Western perspectives, radical critiques, and pragmatic actions of Japanese educator and Buddhist war resister Tsunesaburo Makiguchi (1871- 1944), the course addresses important differences between cognition and evaluation, fact and value, knowing and belief. Framing value in terms of aesthetic or sensory beauty, subjective gain or utility, and social good, the course engages students in considerations of value-creating approaches to society, knowledge, and power, and the educative impact this has for oneself and others to lead contributive lives in an interconnected world.

VCE 320 | HUMAN REVOLUTION IN SCHOOLS AND SOCIETY | 4 quarter hours (Undergraduate)

This course introduces students to the thought and practice of influential Japanese educator and peace activist, Josei Toda (1900-1958). Centered on Today's principle of human revolution, or the profound and persistent inner transformation at one's deep interiority, the course covers the history and context informing Today's early and late pedagogy and social activism, and examines themes underpinning his sweeping and widely popular approaches to education and human development, including deductive reasoning across the curriculum, literacy development, educating society's most marginalized children, educational leadership, test-preparation, and value creation. The course also examines Today's declaration for the abolition of nuclear weapons and perspective on global citizenship as unifying forces across racial, ethnic, and geographic boundaries.

VCE 331 | HUMAN EDUCATION AND THE POETIC SPIRIT | 4 quarter hours (Undergraduate)

What does it mean to be "fully human"? This course explores that question through the unique lenses of "human education" (ningen kyiku) and the "poetic spirit" (shigokoro) advanced by renowned global educator Daisaku Ikeda. Comprising four interlocking ideals and commitments, dialogue, global citizenship, value creation, and creative coexistence, human education is an East-West approach to being and becoming, encouraging and fostering others, and awakening to the fullness and possibility of our shared humanity in a complex and socio-ecologically interconnected world. The poetic spirit is an expansive and all-encompassing heart or mind free from the fetters of institutional and ideological impositions; it underpins human creativity and imagination, imparts hope and joy, and propels us to transform our inner world and manifest the causality of the eternal in the present. Together, human education and the poetic spirit offer a fresh and necessary perspective on the interdependence of all life and living and on courageous practices of compassion, inclusivity, diversity, and equity.

VCE 332 | DAISAKU IKEDA'S EDUCATIONAL PHILOSOPHY AND PRACTICE (2) DIALOGUES | 4 quarter hours (Undergraduate)

This course introduces candidates to Daisaku Ikeda's (b. 1928) philosophy and practice of dialogue in, as, and for education. The course covers the history and context informing Ikeda's approach to dialogue across difference and examines key themes and topics in Ikeda's over 70 published dialogues with leaders in politics, peace, culture, and education. Candidates in this course will read a number of Ikeda's published dialogues on education.

VCE 333 | PEACEBUILDING AND EDUCATION | 4 quarter hours (Undergraduate)

This course explores the relationship between education and global peace. Centered on the philosophy and practice of renowned global peacebuilder and educator, Daisaku Ikeda, this course engages students in considering the causes, conditions, and modes of confronting the most urgent and persistent challenges facing humanity and our planet. Focus is placed on Ikeda's citizen diplomacy, policy analyses, faith in civil society, and decades of annual peace proposals as a sweeping curriculum of global citizenship and value creation. Students will map the interrelated concepts, themes, issues, and aspects that animate this peacebuilding curriculum and explore the ways that humanity's most pressing challenges and sources of division are, fundamentally, matters of education.

VCE 340 | THEORETICAL FOUNDATIONS OF VALUE-CREATING EDUCATION | 4 quarter hours (Undergraduate)

This course introduces candidates to the Eastern and Western theoretical foundations undergirding the educational philosophies and practices of Tsunesaburo Makiguchi, Josei Toda, and Daisaku Ikeda. Although, theoretical foundations of Makiguchi's early curriculum theorizing will be addressed, special focus will be placed on the Eastern and Western perspectives and practices informing Makiguchi's value-creating pedagogy and Ikeda's value-creating education.

VCE 350 | EDUCATION FOR GLOBAL CITIZENSHIP | 4 quarter hours (Undergraduate)

This course examines education for global citizenship, or what is also called cosmopolitanism and world citizenship. Global citizenship is the idea that human individuals, irrespective of place of birth or cultural background, are citizens of the world. This course explores the idea of global citizenship and its implications for questions of justice, culture, and education. The course engages global citizenship from its historical development in the Western philosophical tradition, beginning in Ancient Greece, through the Enlightenment and into its most recent incarnation as a response to conditions of globalization. It will consider the manifestations of global citizenship beyond the West, with an especial focus on global citizenship in the pedagogy of value-creating educators Tsunesaburo Makiguchi, Josei Toda, and Daisaku Ikeda. Drawing resources from various disciplines (political theory, anthropology, moral philosophy, curriculum theory), this course seeks to understand the potential and limitations of global citizenship to respond to contemporary issues in education in times of globalization.

VCE 360 | DIALOGUE AND EDUCATION | 4 quarter hours (Undergraduate)

This course examines dialogue in, as, and for education. It explores the role of dialogue across difference and dialogue relative to questions of justice, culture, and education. The course engages dialogue as conceptualized from various educational philosophers and in various contexts, including its most recent incarnation as a necessity in an interdependent, multilingual, and globalized world. The course will consider the manifestations of dialogue and education beyond the West, with an especial focus on dialogue for global citizenship in the pedagogy of value-creating educators Tsunesaburo Makiguchi, Josei Toda, and Daisaku Ikeda. Drawing resources from various disciplines (political theory, anthropology, literary theory, moral philosophy, education), this course seeks to understand the potential and limitations of dialogue in response to contemporary issues in education in times of globalization.

VCE 370 | IKEDA/SOKA STUDIES IN EDUCATION | 4 quarter hours (Undergraduate)

This course engages students in critically analyzing scholarship and modes of inquiry in the international field of Ikeda/Soka studies in education. Centered on the far-reaching thought of Daisaku Ikeda and the heritage of ideas and ideals from Tsunesaburo Makiguchi and Josei Toda that he has embraced, developed, and spread globally under the broad banner of soka, or "value creation," this rapidly growing field shapes the practice of value-creating education for global citizenship across diverse disciplines and contexts. Students will analyze intrinsic and extrinsic scholarship in the field, formulate their own lines of inquiry, and conduct reviews of related literature.

VCE 380 | VALUE CREATION IN APPLICATION (LOCAL AND GLOBAL CONTEXTS) | 4 quarter hours (Undergraduate)

This course engages candidates in the practical application of value-creating approaches in local and global contexts. Whether educating learners in schools, active in the arts, or confronting the challenges of climate change, global health, systemic racism, or political divisions in civil society, the corporate sector, or nongovernmental and faith organizations, candidates will apply theoretical and empirical perspectives on value creation to their personal and professional activities. They will map out dispositional orientations, programmatic designs, practices, assessment, and reflective evaluation relating to these activities to engage with others in the dialogic and agentic creation of aesthetically gratifying, individually beneficial, and socially contributive outcomes of value. Candidates will consider the relevance of themes from core courses in the Value-Creating Education for Global Citizenship Program and explore ways of fostering value-creating approaches in others. Prerequisites: at least 6 VCE courses (or equivalent)

VCE 390 | INDEPENDENT STUDY | 4 quarter hours (Undergraduate)

This Independent study/Internship course is specially designed for candidates in Value-Creating Education for Global Citizenship. It is intended for students who wish to deepen understanding of, and explore, key ideas, theories, and practices in value-creating education for global citizenship. The course has as an overall objective to provide learners with tools for curriculum development and practical instructional opportunities that will enable them to become critical and reflective practitioners. Permission of Department Chair and Associate Dean is required.

VCE 395 | SPECIAL TOPICS | 4 quarter hours (Undergraduate)

This special topics course is specially designed for candidates in Value-Creating Education for Global Citizenship. It focuses on unique and timely issues in value-creating education for global citizenship. The course has as an overall objective to provide learners with opportunities that will enable them to become critical and reflective practitioners of value-creating education for global citizenship.

VCE 510 | HUMAN GEOGRAPHY AND COMMUNITIES STUDIES | 4 quarter hours (Graduate)

This course explores Japanese educator Tsunesaburo Makiguchi's (1871-1944) pioneering educational paradigm of human geography and its innovative curricular application in local communities studies. Students will also explore Makiguchi's unique approaches to reading and writing instruction. Bringing the community into the classroom and the classroom into the community, Makiguchi's synergistic harmonization of life and learning outlines multiple modes of interaction between humans and their natural surroundings. This approach employs direct observation of phenomena, fact, and daily living to elucidate the causal laws connecting humans and their surroundings. Special focus is placed on the contemporary relevance of this approach and on Makiguchi's unique contributions of "humanitarian competition", the development of identity in local, national, and global dimensions, and on education as a socially and epistemologically empowering act.

VCE 511 | VALUE-CREATING APPROACHES TO SOCIETY, KNOWLEDGE, AND POWER | 4 quarter hours**(Graduate)**

This course explores the formative context and content of value creation as the font of agency, social engagement, and genuine, almost existential happiness. Centered on the non-Western perspectives, radical critiques, and pragmatic actions of Japanese educator and Buddhist war resister Tsunesaburo Makiguchi (1871-1944), the course addresses important differences between cognition and evaluation, fact and value, knowing and belief. Framing value in terms of aesthetic or sensory beauty, subjective gain or utility, and social good, the course engages students in considerations of value-creating approaches to society, knowledge, and power, and the educative impact this has for oneself and others to lead contributive lives in an interconnected world.

VCE 520 | HUMAN REVOLUTION IN SCHOOLS AND SOCIETY | 4 quarter hours**(Graduate)**

This course introduces students to the thought and practice of influential Japanese educator and peace activist, Josei Toda (1900-1958). Centered on Today's principle of human revolution, or the profound and persistent inner transformation at one's deep interiority, the course covers the history and context informing Today's early and late pedagogy and social activism, and examines themes underpinning his sweeping and widely popular approaches to education and human development, including deductive reasoning across the curriculum, literacy development, educating society's most marginalized children, educational leadership, test-preparation, and value creation. The course also examines Today's declaration for the abolition of nuclear weapons and perspective on global citizenship as unifying forces across racial, ethnic, and geographic boundaries.

VCE 531 | HUMAN EDUCATION AND THE POETIC SPIRIT | 4 quarter hours**(Graduate)**

What does it mean to be "fully human?" This course explores that question through the unique lenses of "human education" (ningen kyiku) and the "poetic spirit" (shigokoro) advanced by renowned global educator Daisaku Ikeda. Comprising four interlocking ideals and commitments, dialogue, global citizenship, value creation, and creative coexistence, human education is an East-West approach to being and becoming, encouraging and fostering others, and awakening to the fullness and possibility of our shared humanity in a complex and socio-ecologically interconnected world. The poetic spirit is an expansive and all-encompassing heart or mind free from the fetters of institutional and ideological impositions; it underpins human creativity and imagination, imparts hope and joy, and propels us to transform our inner world and manifest the causality of the eternal in the present. Together, human education and the poetic spirit offer a fresh and necessary perspective on the interdependence of all life and living and on courageous practices of compassion, inclusivity, diversity, and equity.

VCE 532 | DAISAKU IKEDA'S PHILOSOPHY AND PRACTICE OF DIALOGUE | 4 quarter hours**(Graduate)**

This course introduces candidates to Daisaku Ikeda's (b. 1928) philosophy and practice of dialogue in, as, and for education. The course covers the history and context informing Ikeda's approach to dialogue across difference and examines key themes and topics in Ikeda's many published dialogues with leaders in fields of politics, peace, culture, and education. Candidates in this course will read and analyze a number of Ikeda's published dialogues on education.

VCE 533 | PEACEBUILDING AND EDUCATION | 4 quarter hours**(Graduate)**

This course explores the relationship between education and global peace. Centered on the philosophy and practice of renowned global peacebuilder and educator, Daisaku Ikeda, this course engages students in considering the causes, conditions, and modes of confronting the most urgent and persistent challenges facing humanity and our planet. Focus is placed on Ikeda's citizen diplomacy, policy analyses, faith in civil society, and decades of annual peace proposals as a sweeping curriculum of global citizenship and value creation. Students will map the interrelated concepts, themes, issues, and aspects that animate this peacebuilding curriculum and explore the ways that humanity's most pressing challenges and sources of division are, fundamentally, matters of education.

VCE 540 | THEORETICAL FOUNDATIONS OF VALUE-CREATING EDUCATION | 4 quarter hours**(Graduate)**

This course introduces candidates to the Eastern and Western theoretical foundations undergirding the educational philosophies and practices of Tsunesaburo Makiguchi, Josei Toda, and Daisaku Ikeda. Although, theoretical foundations of Makiguchi's early curriculum theorizing will be addressed, special focus will be placed on the Eastern and Western perspectives and practices informing Makiguchi's value-creating pedagogy and Ikeda's value-creating education.

VCE 550 | EDUCATION FOR GLOBAL CITIZENSHIP | 4 quarter hours**(Graduate)**

This course examines education for global citizenship, or what is also called cosmopolitanism and world citizenship. Global citizenship is the idea that human individuals, irrespective of place of birth or cultural background, are citizens of the world. This course explores the idea of global citizenship and its implications for questions of justice, culture, and education. The course engages global citizenship from its historical development in the Western philosophical tradition, beginning in Ancient Greece, through the Enlightenment and into its most recent incarnation as a response to conditions of globalization. It will consider the manifestations of global citizenship beyond the West, with an especial focus on global citizenship in the pedagogy of value-creating educators Tsunesaburo Makiguchi, Josei Toda, and Daisaku Ikeda. Drawing resources from various disciplines (political theory, anthropology, moral philosophy, curriculum theory), this course seeks to understand the potential and limitations of global citizenship to respond to contemporary issues in education in times of globalization.

VCE 560 | DIALOGUE AND EDUCATION | 4 quarter hours**(Graduate)**

This course examines dialogue in, as, and for education. It explores the role of dialogue across difference and dialogue relative to questions of justice, culture, and education. The course engages dialogue as conceptualized from various educational philosophers and in various contexts, including its most recent incarnation as a necessity in an interdependent, multilingual, and globalized world. The course will consider the manifestations of dialogue and education beyond the West, with an especial focus on dialogue for global citizenship in the pedagogy of value-creating educators Tsunesaburo Makiguchi, Josei Toda, and Daisaku Ikeda. Drawing resources from various disciplines (political theory, anthropology, literary theory, moral philosophy, education), this course seeks to understand the potential and limitations of dialogue in response to contemporary issues in education in times of globalization.

VCE 570 | IKEDA/SOKA STUDIES IN EDUCATION | 4 quarter hours (Graduate)

This course engages students in critically analyzing scholarship and modes of inquiry in the international field of Ikeda/Soka studies in education. Centered on the far-reaching thought of Daisaku Ikeda and the heritage of ideas and ideals from Tsunesaburo Makiguchi and Josei Toda that he has embraced, developed, and spread globally under the broad banner of soka, or "value creation," this rapidly growing field shapes the practice of value-creating education for global citizenship across diverse disciplines and contexts. Students will analyze intrinsic and extrinsic scholarship in the field, formulate their own lines of inquiry, and conduct reviews of related literature.

VCE 580 | VALUE CREATION IN APPLICATION (LOCAL AND GLOBAL CONTEXTS) | 4 quarter hours (Graduate)

This course engages candidates in the practical application of value creation in diverse local and global contexts, professional fields, and personal activities. Synthesizing theoretical, applied, and empirical research and core concepts and principles from Daisaku Ikeda, Josei Toda, and Tsunesaburo Makiguchi, candidates will develop concrete, appropriate, and professionally feasible applications of value-creating approaches for global citizenship. Prerequisites: at least 6 VCE courses (or equivalent).

VCE 590 | INDEPENDENT STUDY | 4 quarter hours (Graduate)

This Independent study/Internship course is specially designed for candidates in Value-Creating Education for Global Citizenship. It is intended for students who wish to deepen understanding of, and explore, key ideas, theories, and practices in value-creating education for global citizenship. The course has as an overall objective to provide learners with tools for curriculum development and practical instructional opportunities that will enable them to become critical and reflective practitioners. Permission of Department Chair and Associate Dean is required.

VCE 595 | SPECIAL TOPICS | 4 quarter hours (Graduate)

This special topics course is specially designed for candidates in Value-Creating Education for Global Citizenship. It focuses on unique and timely issues in value-creating education for global citizenship. The course has as an overall objective to provide learners with opportunities that will enable them to become critical and reflective practitioners of value-creating education for global citizenship.

VCE 633 | DAISAKU IKEDA'S EDUCATIONAL PHILOSOPHY AND PRACTICE - PEACE PROPOSALS | 4 quarter hours (Graduate)

This course introduces candidates to Daisaku Ikeda's (b. 1928) philosophy and practice of peace. The course covers the history and context informing Ikeda's extensive peace proposals and engages students in reading in translation a number of Ikeda's published peace proposals, particularly as these relate to education in global contexts. The course will address key concepts in Ikeda's peace proposals such as human education, human dignity, human security, nuclear abolition, Buddhist humanism, value creation, human revolution, interdependence, student-teacher relationship, happiness, world citizenship, and dialogue. **Status as an EDD student with a Global Catholic Educational Leadership concentration is a prerequisite for this class.**

VCE 700 | REGISTERED DOCTORAL STUDENT IN GOOD STANDING | 0 quarter hours (Graduate)

This registration is required of all doctoral students who are not enrolled in a doctoral course, but are completing course requirements and/or dissertation research. It provides access to University facilities. Academic advisor approval required. After the third enrollment, dissertation chair approval required. (0 credit hours)

Status as a EDD student with a declared concentration is a prerequisite for this class.

VCE 706 | CANDIDACY PAPER | 0 quarter hours (Graduate)

Registration in this course is required of all students who are not enrolled in a course but are completing a dissertation. It provides access to university facilities. Permission of advisor required. This registration indicates that a student has successfully completed the candidacy paper as specified in the Doctoral Student Handbook. (0 credit hours)

Status as a EDD student with a declared concentration is a prerequisite for this class.

VCE 710 | HUMAN GEOGRAPHY AND COMMUNITIES STUDIES | 4 quarter hours (Graduate)

This course explores Japanese educator Tsunesaburo Makiguchi's (1871-1944) pioneering educational paradigm of human geography and its innovative curricular application in local communities studies. Students will also explore Makiguchi's unique approaches to reading and writing instruction. Bringing the community into the classroom and the classroom into the community, Makiguchi's synergistic harmonization of life and learning outlines multiple modes of interaction between humans and their natural surroundings. This approach employs direct observation of phenomena, fact, and daily living to elucidate the causal laws connecting humans and their surroundings. Special focus is placed on the contemporary relevance of this approach and on Makiguchi's unique contributions of humanitarian competition, the development of identity in local, national, and global dimensions, and on education as a socially and epistemologically empowering act. In addition to deepening candidates' understanding and critical analyses of content and constituent elements of human geography and communities studies, this course provides conceptual, theoretical, and philosophical frameworks for dissertational research and lines of inquiry.

Status as an EDD, PhD or EdS student with a declared concentration is a prerequisite for this class..

VCE 711 | VALUE-CREATING APPROACHES TO SOCIETY, KNOWLEDGE, AND POWER | 4 quarter hours (Graduate)

This course explores the formative context and content of value creation as the font of agency, social engagement, and genuine, almost existential happiness. Centered on the non-Western perspectives, radical critiques, and pragmatic actions of Japanese educator and Buddhist war resister Tsunesaburo Makiguchi (1871-1944), the course addresses important differences between cognition and evaluation, fact and value, knowing and belief. Framing value in terms of aesthetic or sensory beauty, subjective gain or utility, and social good, the course engages students in considerations of value-creating approaches to society, knowledge, and power, and the educative impact this has for oneself and others to lead contributive lives in an interconnected world. In addition to deepening candidates' understanding and critical analyses of content and constituent elements of value-creating education for global citizenship, this course provides conceptual, theoretical, and philosophical frameworks for dissertational research and lines of inquiry. **Status as an EDD, PhD or EdS student with a declared concentration is a prerequisite for this class..**

VCE 720 | HUMAN REVOLUTION IN SCHOOLS AND SOCIETY | 4 quarter hours (Graduate)

This course introduces students to the thought and practice of influential Japanese educator and peace activist, Josei Toda (1900-1958). Centered on Toda's principle of human revolution, or the profound and persistent inner transformation at one's deep interiority, the course covers the history and context informing Today's early and late pedagogy and social activism, and examines themes underpinning his sweeping and widely popular approaches to education and human development, including deductive reasoning across the curriculum, literacy development, educating society's most marginalized children, educational leadership, test-preparation, and value creation. The course also examines Today's declaration for the abolition of nuclear weapons and perspective on global citizenship as unifying forces across racial, ethnic, and geographic boundaries. In addition to deepening candidates' understanding and critical analyses of content and constituent elements of value-creating education for global citizenship, this course provides conceptual, theoretical, and philosophical frameworks for dissertational research and lines of inquiry.

Status as an EDD, PhD or EdS student with a declared concentration is a prerequisite for this class..

VCE 731 | HUMAN EDUCATION AND THE POETIC SPIRIT | 4 quarter hours (Graduate)

What does it mean to be "fully human"? This course explores that question through the unique lenses of "human education" (ningen kyoiku) and the "poetic spirit" (shigokoro) advanced by renowned global educator Daisaku Ikeda. Comprising four interlocking ideals and commitments, dialogue, global citizenship, value creation, and creative coexistence, human education is an East-West approach to being and becoming, encouraging and fostering others, and awakening to the fullness and possibility of our shared humanity in a complex and socio-ecologically interconnected world. The poetic spirit is an expansive and all-encompassing heart or mind free from the fetters of institutional and ideological impositions; it underpins human creativity and imagination, imparts hope and joy, and propels us to transform our inner world and manifest the causality of the eternal in the present. Together, human education and the poetic spirit offer a fresh and necessary perspective on the interdependence of all life and living and on transformational practices of inclusivity, diversity, and equity. In addition to deepening candidates' understanding and critical analyses of content and constituent elements of value-creating education for global citizenship, this course provides conceptual, theoretical, and philosophical frameworks for dissertational research and lines of inquiry. **Status as an EDD, PhD or EdS student with a declared concentration is a prerequisite for this class..**

VCE 732 | DAISAKU IKEDA'S PHILOSOPHY AND PRACTICE OF DIALOGUE | 4 quarter hours (Graduate)

This course introduces candidates to Daisaku Ikeda's philosophy and practice of dialogue in, as, and for education. The course covers the history and context informing Ikeda's approach to dialogue across difference and examines key themes and topics in Ikeda's many published dialogues with leaders in the fields of politics, peace, culture, and education. Candidates in this course will read a number of Ikeda's published dialogues on education. In addition to deepening candidates' understanding and critical analyses of content and constituent elements of value-creating dialogue, this course provides conceptual, theoretical, and philosophical frameworks for dissertational research and lines of inquiry.

Status as an EDD, PhD or EdS student with a declared concentration is a prerequisite for this class..

VCE 733 | PEACEBUILDING AND EDUCATION | 4 quarter hours (Graduate)

This course explores the relationship between education and global peace. Centered on the philosophy and practice of renowned global peacebuilder and educator, Daisaku Ikeda, this course engages students in considering the causes, conditions, and modes of confronting the most urgent and persistent challenges facing humanity and our planet. Focus is placed on Ikeda's citizen diplomacy, policy analyses, faith in civil society, and decades of annual peace proposals as a sweeping curriculum of global citizenship and value creation. Students will map the interrelated concepts, themes, issues, and aspects that animate this peacebuilding curriculum and explore the ways that humanity's most pressing challenges and sources of division are, fundamentally, matters of education. In addition to deepening candidates' understanding and critical analyses of content and constituent elements of peacebuilding and education, this course provides conceptual, theoretical, and philosophical frameworks for dissertational research and lines of inquiry. **Status as an EDD, PhD or EdS student with a declared concentration is a prerequisite for this class..**

VCE 740 | THEORETICAL FOUNDATIONS OF VALUE-CREATING EDUCATION | 4 quarter hours**(Graduate)**

This course introduces candidates to the Eastern and Western theoretical foundations undergirding the educational philosophies and practices of Tsunesaburo Makiguchi, Josei Toda, and Daisaku Ikeda. Although, theoretical foundations of Makiguchi's early curriculum theorizing will be addressed, special focus will be placed on the Eastern and Western perspectives and practices informing Makiguchi's value-creating pedagogy and Ikeda's value-creating education. In addition to deepening candidates' understanding and critical analyses of these theoretical foundations, the course provides conceptual, theoretical, and philosophical frameworks for dissertational research and lines of inquiry. **Status as an EDD, PhD or EdS student with a declared concentration is a prerequisite for this class..**

VCE 750 | EDUCATION FOR GLOBAL CITIZENSHIP | 4 quarter hours**(Graduate)**

This course examines education for global citizenship, or what is also called cosmopolitanism and world citizenship. Global citizenship is the idea that human individuals, irrespective of place of birth or cultural background, are citizens of the world. This course explores the idea of global citizenship and its implications for questions of justice, culture, and education. The course engages global citizenship from its historical development in the Western philosophical tradition, beginning in Ancient Greece, through the Enlightenment and into its most recent incarnation as a response to conditions of globalization. It will consider the manifestations of global citizenship beyond the West, with an especial focus on global citizenship in the pedagogy of value-creating educators Tsunesaburo Makiguchi, Josei Toda, and Daisaku Ikeda. Drawing resources from various disciplines (political theory, anthropology, moral philosophy, curriculum theory), this course seeks to understand the potential and limitations of global citizenship to respond to contemporary issues in education in times of globalization. In addition to deepening candidates' understanding and critical analyses of content and constituent elements of global citizenship, this course provides conceptual, theoretical, and philosophical frameworks for dissertational research and lines of inquiry.

Status as an EDD, PhD or EdS student with a declared concentration is a prerequisite for this class..

VCE 760 | DIALOGUE AND EDUCATION | 4 quarter hours**(Graduate)**

This course examines dialogue in, as, and for education. It explores the role of dialogue across difference and dialogue relative to questions of justice, culture, and education. The course engages dialogue as conceptualized from various educational philosophers and in various contexts, including its most recent incarnation as a necessity in an interdependent, multilingual, and globalized world. The course will consider the manifestations of dialogue and education beyond the West, with an especial focus on dialogue for global citizenship in the pedagogy of value-creating educators Tsunesaburo Makiguchi, Josei Toda, and Daisaku Ikeda. Drawing resources from various disciplines (political theory, anthropology, literary theory, moral philosophy, education), this course seeks to understand the potential and limitations of dialogue in response to contemporary issues in education in times of globalization. In addition to deepening candidates' understanding and critical analyses of content and constituent elements of value-creating education for global citizenship, this course provides conceptual, theoretical, and philosophical frameworks and methodologies for dissertational research and lines of inquiry.

Status as an EDD, PhD or EdS student with a declared concentration is a prerequisite for this class..

VCE 770 | IKEDA/SOKA STUDIES IN EDUCATION | 4 quarter hours**(Graduate)**

This course engages students in critically analyzing scholarship and modes of inquiry in the international field of Ikeda/Soka studies in education. Centered on the far-reaching thought of Daisaku Ikeda and the heritage of ideas and ideals from Tsunesaburo Makiguchi and Josei Toda that he has embraced, developed, and spread globally under the broad banner of soka, or "value creation" this rapidly growing field shapes the practice of value-creating education for global citizenship across diverse disciplines and contexts. Students will analyze intrinsic and extrinsic scholarship in the field, formulate their own lines of inquiry, and conduct reviews of related literature.

Status as an EDD, PhD or EdS student with a declared concentration is a prerequisite for this class..

VCE 795 | SPECIAL TOPICS IN VALUE-CREATING EDUCATION FOR GLOBAL CITIZENSHIP | 4 quarter hours**(Graduate)**

This special topics course is specially designed for candidates in Value-Creating Education for Global Citizenship. It focuses on unique and timely issues in value-creating education for global citizenship. The course has as an overall objective to provide learners with opportunities that will enable them to become critical and reflective practitioners and scholars of value-creating education for global citizenship. In addition to deepening candidates' understanding and critical analyses of content and constituent elements of value-creating education for global citizenship, this course provides conceptual, theoretical, and philosophical frameworks and methodologies for dissertational research and lines of inquiry.

Status as an EDD, PhD or EdS student with a declared concentration is a prerequisite for this class..

VCE 849 | SUPERVISED DISSERTATION (PHD) PROPOSAL DEVELOPMENT | 4 quarter hours**(Graduate)**

Students register for this course for the quarter in which they defend their dissertation proposals. Permission of dissertation chair required.

VCE 859 | INDEPENDENT DISSERTATION RESEARCH (PHD): VALUES-CREATING EDUCATION FOR GLOBAL CITIZENSHIP | 4 quarter hours**(Graduate)**

Students register for this course for the quarter in which they defend their dissertations. Permission of dissertation chair required.