**Possible Applications of the Wholistic Educational System**

**at Educational Institutions**

**that Are Interested in a Multidimensional, Developmental Approach to Education**

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Once an educational institution has become familiar with The Wholistic Educational System and is interested in applying its multidimensional, developmental approach to education, WES can be useful in the following ways:

At all levels of education:

1. As a shared, leading-edge paradigm understanding the nature of reality.
2. As a template for examining the institution’s programs in order to find areas of overlap and compatibility and areas that the institution is not addressing, i.e., program gaps.
3. As a multi-dimensional “lens” – physical, social, psychological, and spiritual -- for viewing life as a whole and as a multi-pronged means for examining any phenomena spanning or within these domains, on problems to be solved, on programs to be created or developed, and on goals to be achieved.
4. As a general system of education to be integrated with the learning center’s particular mission, vision, and culture (internal and external) in order to create its own unique model of education that can be replicated in similar cultures.
5. As a basis for training programs that vary in complexity, for current and new faculty members, administrators, staff members, and parents in order for all of the learning community members to approach education with a shared understanding of its nature and purposes.
6. As a framework for developing the curriculum and for guiding course designs.
7. As a voluntary, personal development program for faculty members, administrators, staff members, students, and parents utilizing its “curriculum of the self” and the *Life in Dynamic Harmony* program with its graphic, medicine-wheel organizer which serves as an archetype for self-transformation.
8. As a cutting-edge, inspiring innovation for attracting:
	1. Donations for special projects and endowment funds for both expansion and consolidation, including student scholarships.
	2. Highly qualified faculty members and other personnel.
	3. Students of the highest caliber.

At the level of higher education:

1. As a foundational course for new students and, at a higher level of complexity, as a post-graduate course for professionals.
2. As a framework for a research program that fuses WES, the institution’s programs, and the scheme used by the *Encyclopedia of World Problems and Human Development*: <http://encyclopedia.uia.org/en>, especially its organization of problems at the micro, meso, and macro levels; its values; its strategies; its content, and other aspects.
3. As a basis for justifying the inclusion of the physical, social, psychological, and spiritual dimensions with each problem description and the strategies for solving or alleviating the problem.
4. As a matrix for creating a data base of local, regional, national and international problems.[[1]](#footnote-1)
5. As a stimulus for students and faculty members to publish articles[[2]](#footnote-2) on their research findings and strategies and to contribute these to the *Encyclopedia of World Problems and Human Development*.
1. Especially for the more localized problems, consider including in the description, estimates of the number of people impacted by the problem and degree of seriousness of the problem. Other universities, NGO’s, governmental agencies, associations, etc. in the country could be invited to contribute to the data base . . . along the lines of the Union of International Associations in Brussels. [↑](#footnote-ref-1)
2. Although not as common, whenever the means can be provided, educators at the early childhood through the secondary level should be encouraged to and receive support in order to, carry out action and formal research and publish their findings. [↑](#footnote-ref-2)