

CORE 1XX: HOLISTIC HUMAN FLOURISHING

5 December 2023

The purpose of CORE 1XX is to provide a foundation for students to achieve a holistic, distinctly Christian understanding of their physical, emotional, spiritual, and relational well-being. Designed to be taken within the first year of a student's Wheaton career (and ideally combined with Passage: The Orientation Program of Wheaton College), Holistic Human Flourishing will introduce students to the theological, biological, and social scientific concepts and practices needed to develop lifelong habits of physical and emotional health, Christian discipleship, and life in community that will enhance their undergraduate education and their service to church and society. This course is meant to be integrated with a student's transition to campus in conjunction with the Passage program (with exceptions, explained below).

Core Learning Outcomes and Interpretation

A. Students will be able to...

1. articulate how an understanding of holistic human health is shaped by Christian faith and practice
2. demonstrate an understanding of how to engage in good practices of holistic flourishing during emerging adulthood

B. Expansion and interpretation of the outcome statements

1. Learning Outcome #1. Articulate how an understanding of holistic human health is shaped by Christian faith and practice.

Creation speaks to the importance of matter, as does the incarnation of God in the person of Jesus. Jesus was a whole person, with emotional, physical, spiritual, and social dimensions. A fully Christian understanding of humanity encourages us to value these dimensions of our being. Students should be exposed to a theological anthropology that incorporates these dimensions of human flourishing. Teaching a holistic approach to human personhood must emphasize the ways our spiritual practices such as prayer/meditation, fellowship, sexual continence, disciplined reflection, service/sacrificial co-laboring, and sabbath contribute to our embodied, spiritual well-being.

2. Learning Outcome #2. Demonstrate an understanding of how to engage in good practices of holistic flourishing during emerging adulthood.

While being able to describe a holistic perspective on health and human flourishing is important, the *practices* of good habits are an important part of this course. This course will include experiential learning through guided practice, action, and reflection around healthful habits and behaviors. Students should be able to reflect on their own habits and disciplines and set goals for themselves, describing particular practices they would change and/or develop to pursue their overall health while at Wheaton.

II. Guidelines

A. Expanded Area Description

God created us to be physical beings and part of our calling, as created human beings, is to engage reality physically, socially, and materially. Further, in the Incarnation, God Himself became flesh like us, living, growing, suffering, dying, and rising again as a full human being. This HHF component of the Christ at the Core Curriculum affirms the centrality of the entirety of physical human life for a truly Christian understanding of our flourishing. This requirement is rooted in a biblical perspective on human beings and enables students to both understand and practice a whole range of disciplines involved in flourishing as emotional-intellectual-spiritual-physical-social (heart-mind-soul-strength) beings.

B. Connection between area outcomes and the 12 overall program goals of the Christ at the Core

1. Holistic Learning Goal #2: Students will demonstrate holistic learning by pursuing varied approaches to knowledge with discernment and humility as they map both the rich connections and the conflicts among the disciplines.

The HHF curriculum will touch on perspectives and disciplinary approaches from across the liberal arts through developmentally appropriate readings, discussions, activities, and assessments. Experiential learning is a primary mode of engaging the HHF curriculum, and students will learn a wide variety of concepts within the context of physical engagement. Students will also learn how spiritual, physical, emotional, and relational well-being impacts academic, social, economic, and cultural development and maturity.

2. Wisdom Goal #2: Students will grow in wisdom by applying biblical principles and theological perspectives and developing the virtues required to meet the myriad challenges of their lives.

Students will learn in the context of the HHF course the biblical basis for caring for themselves and others. This course is also designed to help students develop lifestyle habits around nutrition, movement, sleep and recovery, relationships, and social engagement that will positively impact their undergraduate education and their ability to serve church and society.

3. Christian Character Goal #3: Students will mature in Christian character by seeking wholeness in the physical, intellectual, and spiritual facets of their lives, honoring the God who has created each of us in his own image.

Through the HHF curriculum, students are challenged to care for themselves and others from a holistic perspective which includes but is not limited to physical, intellectual, and spiritual dimensions. This learning outcome would be greatly strengthened if students have the opportunity to revisit some of this material and these discussions in their Capstone experience. Though it is not mandatory, it is highly encouraged as part of the CATC curriculum.

C. Evidence for achievement of the outcomes

The outcomes will be measured through assignments specific to the course syllabus, as approved by the Curriculum Committee. *Suggestions* below:

Learning Outcome	Measured by...
Articulate how an understanding of holistic	Articulation through such means as... <ul style="list-style-type: none"> • guided individual conversations

<p>human health is shaped by Christian faith and practice</p>	<ul style="list-style-type: none"> • written essay • oral presentation (in person or via video)
<p>Demonstrate an understanding of how to engage in good practices of holistic flourishing during emerging adulthood</p>	<p>Demonstration through various media such as...</p> <ul style="list-style-type: none"> • In the style of a social media “challenge,” students will choose a practice inspired by, and in keeping with, the CORE 1XX curriculum and spend 28 days pursuing that. Students will post a photo(s) and explanation on Canvas about it and how it went, including how to deal with failure. • Students submit a sleep, nutrition, meditation/prayer, or exercise log. This should cover 3 weeks and include a 500-word reflection on the log in light of class discussions. • Students set a holistic health goal around sleep, nutrition, exercise, mental wellbeing, or another aspect of the course. After 3-4 weeks, students give a short presentation on the experience, with reference to content from the course. <p><i>NB: Whatever assessment are chosen, the activities of students should be approved/vetted by the faculty/staff leader in order to ensure that students do not undertake activities which may be unwise, harmful, or otherwise not in keeping with their individual needs.</i></p>

D. General Advice

1. It is strongly recommended that students complete the HHF course in conjunction with Passage. For a small percentage of our students, this will not be possible, so sections of the course should be available in the Spring (on campus), or in the summer sessions at the Northwoods Campus at Honeyrock. This course can help students as they create habits for their college years (and beyond).
2. The pedagogy for HHF necessarily includes an experiential and engaged learning environment that is aimed toward cognitive challenge, physical engagement, and social support within a distinctively Christian ethos. As much as possible, this should be a part of every iteration of this course, whether part of the Passage program or not.
3. Ideally, this course would have resonance with other parts of the CATC curriculum as well as co-curricular experiences. FOR EXAMPLE: It would be highly encouraged for Capstone faculty to have students revisit these readings and/or their 28 Day Challenge in their Capstone experience, in order to help students gain some longitudinal perspective on their growth in these areas. *And/Or*, coordination with the Chaplain’s office could provide an opportunity for a “Holistic Flourishing Series” that would involve speakers who address themes from the course from a biblical and Christian theological perspective.