



Graduate at Graduation

Introduction

This profile is based upon a document by the Jesuit Secondary Educational Association. Because of its comprehensive scope and its value orientation, it has been chosen as the basis of the St. Louis University High School program of formation. The statement is one of hopes and ideals. It describes the graduate as one who looks out on the adult world with a sense of wonderment, with a growing desire to enter that world, yet not quite able to make sense of it. It is not intended to be a description of the “product” manufactured at St. Louis University High School. In this process of formation we rely not only on teaching strategies and learning assessments; we are principally dependent upon the grace and help of God. In describing the graduate under five general categories, we chose those qualities that seem most desirable not only for this threshold period, but those which seem most desirable for his adult life. These five general categories sum up the areas of life most in accord with a full adult living of the Christian life. Whether one conceives of the desirable qualities of a graduate of St. Louis University High School under the rubric of a “Man for and with Others,” or simply as a fully mature Christian, the qualities summed up under the five categories below appear to be the qualities that cumulatively point in the direction of the kind of person who can live an adult Christian life in the twenty-first century. These categories are Open to Growth, Intellectually Competent, Religious, Loving, and Committed to Doing Justice. The school recognizes that its influence on a student’s growth is limited by other influences frequently out of control of the school, which will hinder or foster the student’s growth. However, the school will intentionally bring its resources to bear on fostering the students’ growth in the direction of the profile.

Open to Growth

By graduation, the student has matured as a person--emotionally, intellectually, physically, socially, religiously--to a level that reflects some intentional responsibility for his growth. The graduate is beginning to reach out in his development, seeking opportunities to stretch his mind, imagination, feelings, and religious consciousness.

Although still very much in the process of developing, the graduate already

- 1) is pursuing integrity and excellence as he continues to take responsibility for the development of his mind and body.
- 2) is learning how to accept himself, both his talents and his limitations, with a sense of humility and gratitude.
- 3) is conscious of his feelings and how they affect his actions, and is free and is authentic in expressing them; at the same time he is beginning to confront his responsibilities to himself and to others in managing his compulsive or impulsive drives.
- 4) is open to experiencing truth, beauty, and goodness in a variety of settings and



continues to develop his imaginative sensibilities.

5) is becoming more flexible and open to other points of view; he realizes the potential for learning through listening openly to others; and recognizes his own biases, limitations, and thinking patterns.

6) is developing a habit of reflection on his experience that informs future actions.

7) is beginning to seek new experiences, even those that involve the possibility of failure.

8) is learning to view criticism and setbacks as interesting, challenging, and growth-producing.

9) is exploring career and future lifestyle choices within the framework of Christian faith and values.

10) is beginning to open himself to the broader issues of the world.

11) sees his life as moving toward commitment.

12) is aware of the delicacy and sacredness of life.

13) is beginning to see the need to use his leisure time constructively, budgeting time for recreational activities.

14) understands and practices the principles of good nutrition, healthy eating habits, and physical fitness.

15) understands the danger of and avoids the abuse of controlled substances.

16) takes responsibility for maintaining his personal health, hygiene, and physical appearance.

17) is developing a healthy and appropriate sense of humor.

18) practices personal responsibility: setting goals, relating well and collaborating with others, and acting with integrity.

19) is beginning to understand that leadership involves moving others towards personal responsibility and toward commitment to a group.

20) sees leadership as an opportunity for service to others and the community.

21) views emerging technology as potentially supportive to personal and professional growth while understanding its hazards.



Intellectually Competent

By graduation, the St. Louis University High School student exhibits an appropriate mastery of the fundamental tools of learning and will be well on his way to honing his emerging intellectual skills for more advanced levels of learning. The student is also developing habits of intellectual inquiry, as well as a disposition towards life-long learning. He is beginning to see the need for intellectual integrity in other areas of concern, such as the quest for religious truth and for social justice.

Although still very much in the process of developing, the graduate already

- 1) is developing mastery of logical skills and critical thinking.
- 2) is developing precision and creativity in oral and written expression within and across disciplines and genres.
- 3) is developing a curiosity to explore ideas and issues.
- 4) is becoming more capable of applying what he has learned to new situations and can adjust to a variety of learning formats.
- 5) is able to structure his own time and organize his activities in a responsible manner.
- 6) sees his intelligence as a gift intended to be used for the greater glory of God, resisting the temptation to intellectual arrogance and striving toward intellectual integrity.
- 7) is growing in awareness of his own and others' ethnocentric attitudes.
- 8) is developing the ability to learn and participate as an active member of a team.
- 9) uses technology resources to support collaborative work for learning, problem solving, and communication.
- 10) uses effectively a variety of credible media resources to acquire, create and process information.
- 11) assesses media and content critically, attending to the credibility of sources.
- 12) practices academic integrity by honestly and properly citing sources.
- 13) takes pride and ownership in his school accomplishments and is beginning to enjoy intellectual and aesthetic pursuits.
- 14) is beginning to develop knowledge of the central ideas and methodologies of a variety of academic disciplines.



15) is beginning to relate current issues and perspectives to some of their historical antecedents.

16) is growing in knowledge and understanding of his cultural heritage and of cultural complexities in his local community and in a global society.

17) is beginning to understand some of the public policy implications of the uses of science, technology, labor, and capital.

18) is beginning to understand both his rights and responsibilities as a citizen of the United States.

19) responds with passion and compassion to the stories of the human person conveyed throughout the curriculum.

20) is beginning to develop a critical consciousness by which he can better evaluate the issues facing contemporary society.

Religious

By graduation, the St. Louis University High School student will have a basic knowledge of the major doctrines and practices of the Catholic Church. Having been introduced to Ignatian spirituality, the graduate will also have examined his own religious feelings and beliefs with a view to choosing a fundamental orientation toward God and establishing a relationship with a religious tradition and/or community. What is said here, respectful of the conscience and religious background of the individual, also applies to the non-Catholic graduate of St. Louis University High School. The level of theological understanding of the graduate will naturally be limited by the his level of religious and human development.

Although still very much in the process of developing, the graduate already

1) has read the Gospels and encountered the person of Christ as He is presented in the New Testament.

2) has a basic understanding of the Church's teaching about Jesus and His redeeming mission, as well as the sacramental expression of that mission in and through the Church.

3) is beginning to have an appreciation of and respect for the variety of the world's religious traditions.

4) is beginning to take more responsibility for exploring and affirming his own faith and for the choices that this affirmation implies.

5) is increasingly willing to let religious faith influence his basic values, lifestyle, and vocational interests.



- 6) understands that living a full human life necessitates an active relationship with God.
- 7) is beginning to find God in all things and has had some personal experience of God either in private or communal prayer, while on retreat, in liturgical prayer, in service, or in some other moving experience.
- 8) is learning how to express himself in various methods of prayer, especially those rooted in Ignatian tradition.
- 9) is beginning to form a conscience by which he evaluates his moral choices and can, with increasing clarity, utilize Catholic moral teaching to work his way through moral issues.
- 10) appreciates the centrality of the Eucharist to a vibrant Catholic community.
- 11) recognizes that any sin affects the entire human community.
- 12) is learning through his own failures of his need for healing by and reconciliation with family, friends, Church, and God.
- 13) is beginning to understand the relationship between faith in Jesus and being a “man for and with others.”
- 14) has been exposed to enthusiastic living models of Christianity.

Loving

By graduation, the St. Louis University High School student is continuing to form his own identity. He is moving beyond self-interest and self-centeredness in close relationships. The graduate is beginning to risk some deeper levels of relationship in which he can disclose self and accept the mystery of another person and cherish that person.

Although still very much in the process of developing, the graduate already

- 1) is learning to trust members of his family, his friends, and the adults in the school and wider community.
- 2) has begun to appreciate deeper personal friendships, but is also learning that not all relationships are profound and long lasting.
- 3) has experienced moments of God’s love in the gifts of life, faith, forgiveness, talents, and hope.
- 4) recognizes that he is loved by God and others; he is growing in self-acceptance, understanding both his strengths and limitations.



- 5) is beginning to identify and work against personal prejudices and stereotypes and to communicate comfortably with others, especially with persons of other races, religions, nationalities, socio-economic backgrounds, gender, and sexual orientation.
- 6) is alert to the signs of emotional, mental, and physical distress in others and seeks support.
- 7) has experienced support from members of the school community.
- 8) has made specific contributions to build school community.
- 9) is becoming increasingly comfortable and mature in developing relationships with persons of the opposite gender.
- 10) is beginning to integrate his sexuality into his whole person.
- 11) is capable of putting himself in another person's place and understanding what that person is feeling.
- 12) takes into account his own feelings and values the feelings of others when making decisions.
- 13) is sensitive to the beauty and fragility of the created universe and cares about his natural environment.
- 14) cares deeply about human life in all its stages.

Committed to Doing Justice

By graduation, the St. Louis University High School student has acquired considerable knowledge of the many needs of local, national and global communities. He is growing in his commitment to these communities as a competent, concerned and responsible member. The graduate recognizes within himself the potential for doing injustice and has begun to see injustices in some of the surrounding social structures. The graduate has been inspired to develop the awareness and skills necessary to live as a person for and with others in a global society.

Although still very much in the process of developing, the graduate already

- 1) is beginning to understand that Christ's commandment to love one another implies a commitment to a just society.
- 2) is aware of his own selfish attitudes and tendencies, which lead him to treat others unjustly, and consciously seeks to be understanding, accepting, and generous with others.



- 3) is beginning to understand the structural roots of injustice in social institutions, attitudes, and customs.
- 4) has served the needs of some disadvantaged segments of the community and has gained empathy for their conditions of living.
- 5) is gaining an understanding of and solidarity with marginalized members of society.
- 6) is gaining an understanding of Catholic Social Teaching, which instructs us to put the needs of the poor and vulnerable first.
- 7) values the principles of Catholic Social Teaching in personal decision-making.
- 8) is developing a sense of compassion for the victims of injustice and a growing understanding of those social changes that will assist all in attaining their basic human rights.
- 9) reflects on his experience of working for and with others in community service programs.
- 10) is becoming aware, through study and reflection, of the impact of public policy decisions on social justice.
- 11) has begun to reflect on social justice implications of future careers.
- 12) is growing in awareness of global problems and their impact on human communities.
- 13) is beginning to recognize the importance of public opinion and voter influence on public policy in local, regional, national and international arenas.
- 14) is beginning to understand the complexity of many social issues and the need for critical understanding of diverse sources of information about them.
- 15) is beginning to realize that the values of a consumer society are sometimes in conflict with the demands of a just society and, indeed, with the Gospel.
- 16) is beginning to make decisions based on Gospel values, which sometimes conflict with the values of a consumer society.
- 17) understands that because God gave us dominion over His creation, we are responsible for caring for the Earth, using its resources wisely, and preserving these resources for future generations.
- 18) practices a sustainable lifestyle based on awareness of social, economic,



environmental and moral consequences.

19) is working to be environmentally responsible by limiting the use of non-renewable resources and maximizing sustainable resources.