

1978

## 1978-80 Bulletin of Information - Matteo Ricci College

Seattle University

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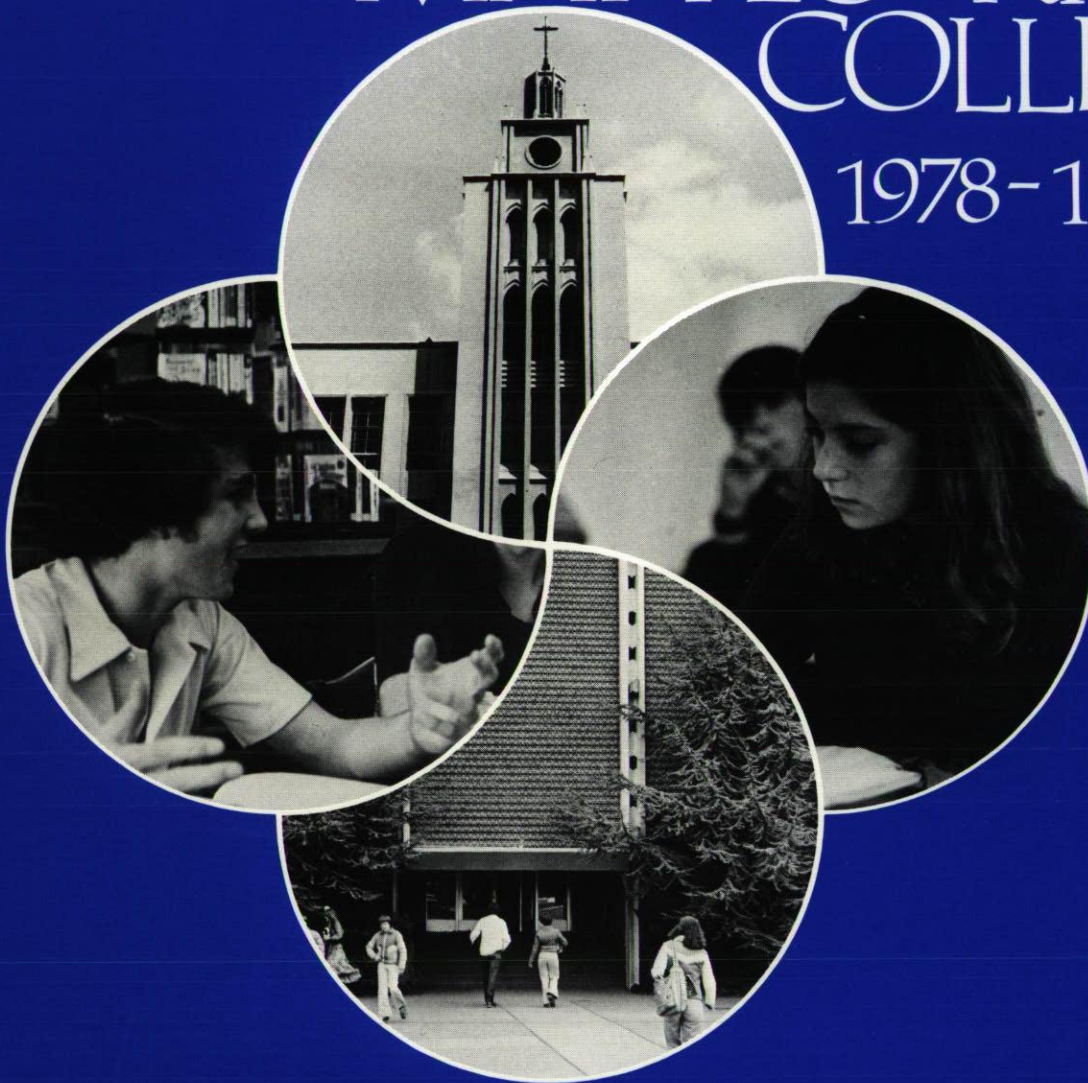
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# MATTEO RICCI COLLEGE

1978-1980



A Description of the Six-Year Program

**SEATTLE PREPARATORY SCHOOL / SEATTLE UNIVERSITY**

# Matteo Ricci College

MATTEO RICCI COLLEGE is a coeducational, fully coordinated and integrated six year program which begins with the traditional freshman year of secondary school and concludes with the granting of a baccalaureate degree by Seattle University.

Matteo Ricci College-I, the first three years of the program, operates out of the Interlaken Campus of Seattle Preparatory School, which is approved and accredited by the Washington State Board of Education.

Matteo Ricci College-II, the final three years, is an academic division of Seattle University on the Seattle University campus. Seattle University is accredited by the Northwest Association of Schools and Colleges, National League for Nursing, American Chemical Society, Engineering Council for Professional Development, American Assembly of Collegiate Schools of Business, and the National Council for Accreditation of Teacher Education.

For further information about the Matteo Ricci College academic program and admission requirements, write to:

**Matteo Ricci College-I**

2400 11th Avenue East  
Seattle, Washington 98102  
(206) 324-0400

**Matteo Ricci College-II**

Seattle University  
Seattle, Washington 98122  
(206) 626-5379

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# Matteo Ricci College

## ITS GOALS

The commitment of Matteo Ricci College is to prepare young men and women to shape their personal and social futures through responsible choices.

In terms of its integrated six-year course of study, which begins with the traditional ninth grade and concludes with the granting of a B.A. degree by Seattle University, the new program represents a radical departure from the present high school and college system of education. At the same time, the program reaffirms the tradition of Jesuit education as first articulated in the "Ratio Studiorum" (The Plan of Studies) of 1599.

Matteo Ricci College aims for graduates who will marvel at the wealth of human experience but wonder about its meaning; who will open themselves to the diversity of explanations but demand critical reflection and verification; who will acknowledge any truth, but ask about its value and relevance for the entire human community; who will serve the community but question whether the values of that community accord with the continuing revelation of the divine to man.

This focus on engagement—on wonder and spirited inquiry and responsible choosing—on **the person as an activity**—is the basis of our commitment to the full and harmonious development of each student's intellectual, emotional, aesthetic, ethical, faith and, physical potential.

The developing student is one who is becoming **more sensitive, intelligent, critical, and responsible** in these areas of potential. The activity which facilitates this developmental process is **learning**. Learning, we believe, is a "coming to know" which involves four distinct but interdependent levels of consciousness: experience, understanding, judgment, and decision. These levels correlate with the developmental process. To become more sensitive requires that we broaden our experience. To become more intelligent



requires that we gain a deeper understanding of what we experience. To become more critical requires that we expand our criteria for judging whether our understanding is valid. And to become more responsible requires that we make decisions on the basis of increasingly higher levels of intellectual, emotional, aesthetic, ethical, faith, and physical development.

Students who have become fully conscious of this learning process, of **how** they learn, are capable of assuming increasing responsibility for their **own** development.

Self-development is fostered in the sort of liberating environment in which all of us, teachers as well as students, are freely exploring, creating, and evaluating the meaning of our own lives and that of the community in which we live.

The possibilities for furthering human freedom increase as the individual develops within this community. The community sustains freedom by encouraging individuals to respect themselves, to question, and to challenge. Individuals, in turn, sustain the community by responsibly exercising their freedom and by loving freedom in others who seek the human good.

Grounded in our Judaeo-Christian traditions, and sustained by the rich traditions and commitments of Jesuit education, these inseparable gospel values of freedom and love form the ideal toward which everything in Matteo Ricci College is oriented.

## MATTEO RICCI COLLEGE ITS HISTORY

Seattle Preparatory School and Seattle University both have their origin in the School of the Immaculate Conception, which the Jesuits established in 1891 and, in 1898, renamed Seattle College. Seattle College, which until 1901 included only primary and secondary school grades, operated out of what is now the Garrard Building on the Seattle University campus until 1919. That was the year the College received a generous gift from Mr. and Mrs. Thomas C. McHugh: a seven acre property on Interlaken Boulevard. The College's high school division moved into Adelphia Hall, one of the two buildings on the property; the college division, suspended toward the end of WWI, followed in 1922.

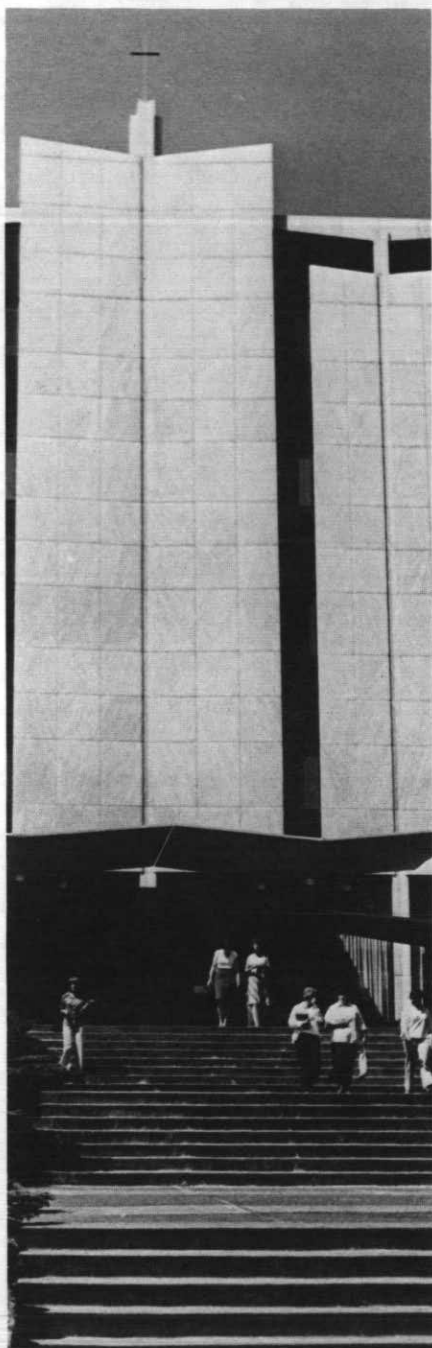
But by 1929 the enrollment had increased to such an extent that the high school and college divisions were forced to separate. "Seattle College" moved first to a building at the corner of 10th Avenue and Roanoke, and then, in 1931, back to Garrard Hall. The high school became incorporated as Seattle Preparatory School in 1933. In 1948, Seattle College became Seattle University.

In a sense, then, Matteo Ricci College has brought these two Jesuit institutions together again—not in a single building, of course, but, more importantly, in terms of a single, unified, six year program of studies, and an active community of teachers and learners.

Why was Matteo Ricci College created? In fact, there were a number of interdependent factors which contributed to the evolution of this new college.

First, the Carnegie Commission on Higher Education, in its report "Less Time, More Options", stressed the need for closer cooperation between secondary and higher education—both to avoid wasteful duplication and to build an integrated curriculum more oriented to the continuing process of the individual student's learning.

Second, at a 1972 conference at the Battelle Northwest Research Center, several Seattle University faculty and administrators





recognized the need for a "Ricci College" (named for Matteo Ricci, a 16th Century Italian Jesuit missionary in China)—a "college of the future" which would renew the focus of Seattle University as a Jesuit institution committed to liberal and values-oriented education. The Academic Planning Committee, chaired by Dr. Joseph Monda, explored the possibilities of actually implementing a new college. A major source of optimism in proposing a dramatic innovation in curriculum and institutional organization was the University's long involvement in alternative modes of education (such as the Honors Program, initiated in 1960).

And finally, in response to concerns expressed within the Oregon Province about the need for new educational and apostolic directions in Jesuit secondary schools, the Rev. Kenneth Galbraith, S.J., Provincial, assigned five Jesuits to Seattle Preparatory School in the summer of 1973 to work with parents, alumni, teachers, students and community representatives in determining what kind of school the "priority target" for the province should be. Among the early ideas for implementing the "Statement of Values", developed by a Jesuit team, was the 1972 suggestion that a six-year college associating Seattle University and Seattle Preparatory School be established.

In January 1974, Rev. Thomas Healy, S.J., President-Principal of Seattle Preparatory School, met with Rev. James Powers, S.J., Dean of the College of Arts and Sciences at Seattle University, to discuss the two institution's cooperating on the structuring of such a college. Members of a Steering Committee consulted the Jesuit community, the Board of Trustees, area educators, and parents. On April 8, 1974, Rev. Louis Gaffney, S.J. University President, and Fr. Healy publicly announced the planning effort was underway.

The initial planning activities for the college involved most of the Seattle Preparatory community, a large number of Seattle U. faculty, and other interested persons, cooperating on task forces established to explore the many questions concerning curricular and institutional reform and innovation. Their work was guided by a paper presented by Rev. James Riley, S.J., of Seattle University's Philosophy Department. The paper delineated critical areas which





needed investigation if the planning was to yield a college that would be operative by 1975. The work of the task forces and subsequent curriculum committees resulted in a draft of a new curriculum.

In February 1975, Fr. Gaffney and Fr. Healy, now President of Matteo Ricci College, publicly announced that MRC was officially established and its first students would begin the program in Fall of 1975.

The continuing development of the six year curriculum and the MRC faculty was given generous support in the form of two three-year grants, one from the Carnegie Corporation for MRC-I, and another from the Fund for the Improvement of Post-Secondary Education, for MRC-II. Rev. Thomas Dunnell, S.J., Principal, and Rev. John Foster, S.J., Curriculum Director, led the MRC-I effort. At Seattle University, Rev. William LeRoux, S.J., now Dean of the College of Arts and Sciences, chaired the MRC-II Curriculum Committee during the crucial 1975-76 planning year. In the summer of 1976, Dr. Edwin Weihe was named Director of MRC-II, and Dr. Bernard Streckler, Associate Director of Curriculum Development.

On June 1, 1977, MRC-I held its first commencement. Students who successfully completed the MRC-I course of study began the MRC-II program at Seattle University Fall Quarter, 1977.

## **THE TWO CAMPUSES**

Matteo Ricci College bridges two campuses. Matteo Ricci-I, the program's first three years, operates on the Seattle Preparatory School campus at 2400 11th Avenue East, overlooking Portage Bay. Close to where I-5 intersects the freeway from Bellevue via the Evergreen Point Bridge, the campus is convenient to bus service from downtown Seattle and from the Eastside.

The major campus facilities are: Adelpia Hall, which contains classrooms, science labs, art studios, the Computer Center, gym, and administration offices; and the Faculty House, which contains additional administration offices, collegio classrooms, conference, student publications, and audio-visual rooms, and the new library. Construction of an auditorium and student cafeteria will begin in 1979. There are no dormitory facilities.

Matteo Ricci-II, the program's second three years, is an academic division of Seattle University, which is located on a lovely 41-acre campus on Seattle's historic First Hill, about two miles south of Matteo Ricci-I. Within short walking distance are the city's major education, cultural, and recreational facilities, business and shopping centers, and the Puget Sound waterfront.

The University's facilities serve a current student enrollment of 3700. The campus contains 22 buildings, including modern classrooms, student and faculty residences and service units. The A.A. Lemieux Library and Connolly Center, the physical education teaching facility, are used extensively by all Matteo Ricci students.

## **THE STUDENT COMMUNITY**

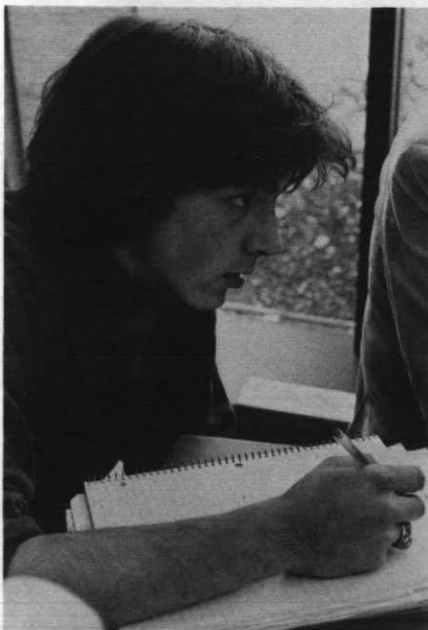
Young men and women with richly varied religious, cultural, ethnic, racial, and socio-economic backgrounds attend Matteo Ricci College. The development of students who not only appreciate but encourage this kind of diversity within community is, in fact, an important goal of the program.



There is geographical diversity, as well. The young people who come from private, public, and Catholic schools to attend Matteo Ricci College travel not only from neighborhoods within the city, but from Bellevue, Kirkland, Bothell, Woodinville, Redmond and Issaquah to the east, Everett, Mountlake Terrace, Edmonds, and Lynnwood to the north, Renton, Des Moines, Federal Way, Auburn, and Tacoma to the south, and Bainbridge and Vashon islands and Bremerton to the west. It is worth noting, in fact, that on a recent questionnaire MRC students indicated the student body's broad geographical representation as among the most important reasons for their attending Matteo Ricci College.

The 1978-79 enrollment is approximately 700 students through the first five years of the program. Five hundred and fifty students attend MRC-I on the Seattle Prep campus, and 150 are enrolled in Fourth and Fifth Year classes at Seattle University. The ratio of young men to women is approximately equal.

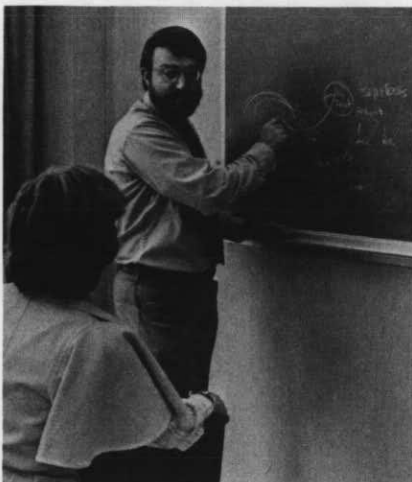
We anticipate a total enrollment of 900 by 1980-81, with 550 students at MRC-I and 350 at MRC-II.



## THE MRC FACULTY

The faculty of the two MRC campuses form an extraordinarily creative, unique community which bridges the secondary and post-secondary levels of education. The members of this faculty community do more than implement the program. They design it, continue to develop and improve it, and evaluate its effectiveness in the light of the program's major goal—the fullest development of the individual student.

At this time, there are eighty members of the MRC faculty. Forty full-time lay and Jesuit instructors teach on the MRC-I/Seattle Prep campus. The majority of these have advanced degrees and extensive classroom experience. The forty MRC-II/Seattle University instructors teach part-time in the program and are drawn from more than a dozen disciplinary areas represented in the schools of Arts and Sciences, Science and Engineering, and Business.



# Admissions

## WHO SHOULD APPLY

Marteo Ricci College welcomes applications from students completing the eighth grade who show potential for successfully undertaking a college-preparatory course of study.

Academic potential, however, is only one qualification. Since the new college seeks to educate Christian leaders in a rapidly changing world, qualities such as perseverance in a chosen activity, ability to work with and influence others in community, capacity for accepting responsibility, and overall leadership potential are equally important.

Marteo Ricci College admits students of any race, color, national and ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin in the administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administrated programs.

Continuing one of the major thrusts of the Second Vatican Council, the college welcomes students of all faiths.

**Transferring In:** Because of the developmental, cumulative nature of MRC's courses of study, it is preferable that new students enter the program at the beginning, after completing the eighth grade.

However, MRC will admit a limited number of new students into the Second Year of the program. Application procedures are the same as for students entering from the eighth grade.

No students will be admitted to MRC beyond the beginning of the Second Year.





## HOW TO APPLY

Application forms may be requested, by telephone, from the Admissions Office on the MRC/Seattle Prep Campus. The number is 324-0400. In addition, application forms are available at many of the local public and Catholic schools with eighth grades, and may be obtained from the counselors and/or principals of these schools.

**The application process:** (1) The first form requests biographical information about the student, the student's reasons for wanting to attend MRC, the student's assertion that the choice to attend is a free one, and the parents' assertion that they understand and support the program's philosophy and goals. (2) The second form asks the student to describe his or her interests, and how he or she heard about MRC. (3) The third form, entitled **Student Survey Form**, must be completed by an official in the school the student is presently attending. This form requests standardized test data, and an evaluation of the student, in terms of ability, progress, promise, character and interests, by those who know the student best. (4) The three forms, plus a copy of the official transcript or most recent report card, must be mailed or delivered to the Admissions Office at MRC on the Seattle Preparatory School campus. (5) In some circumstances, the Director of Admissions may request an interview with the applicant and parents in order to obtain further information on the student.

No application will be processed until all the application materials (1-4, above) have been submitted.

Normally, application forms are available after January 1 and should be submitted by the first Friday in March. Applications received after this time will be considered on a space-available basis.

**Acceptance into Matteo Ricci College-II at Seattle University** occurs when the student is accepted into MRC-I on the Seattle Prep Campus. The student does not apply again.

However, in the winter of their 3rd Year in the MRC-I program, students will be asked to complete a Biographical Update Form required by Seattle University's Admissions Office.

# Costs

While Matteo Ricci College is a single, unified program of studies, the two halves of the program, MRC-I and MRC-II, operate within different institutions, each of which sets its own fees.

## MATTEO RICCI COLLEGE-I/SEATTLE PREP CAMPUS

As an independent Catholic school, MRC-I at Seattle Prep receives no government or church subsidies. It should be noted that tuition currently pays only 63 per cent of actual cost per student. The school depends entirely on freewill contributions and fund raising events to make up the difference between tuition and actual costs per student.

<b>Tuition 1978-79:</b>	\$1,200
Non-Refundable Registration Fee:	<u>70</u>
Total	\$1,270

Tuition rates for 1979-80 will be announced in January of 1979.

Books and Supplies are additional and generally cost about \$75 per student.

Tuition may be paid by the month, by the trimester, or by the year. One of these plans should be selected by the parent when the student has been accepted and officially registered in school.

**Refund policy:** A student who withdraws or is dismissed before the end of the first two weeks of a given trimester may receive a refund of 85 per cent of trimester tuition. A student who withdraws or is dismissed between the second week and the end of the fourth week of a given trimester may receive a refund of 50 per cent of trimester tuition. There are no refunds for withdrawals or dismissals after the end of the fourth week.

**Financial Aid** is available to students in the form of work grants and direct tuition remission. All aid is granted on the basis of need as determined from the Parents' Confidential Financial Aid application. The Confidential Financial Aid application should be submitted at the same time as the application for admission to the school. The student must first be accepted for admission before the financial aid application can be considered.

While there is no automatic "Family Plan", parents with more than one child in school may also apply for aid on a need basis and receive special consideration.

19 per cent of the student body received some type of financial aid for the 1978-79 school year.

For financial aid application forms and deadlines, please follow the same procedures as outlined under Admissions.

## **MATTEO RICCI COLLEGE-II/SEATTLE UNIVERSITY**

Seattle University's **Bulletin of Information**, available upon request from the Admissions Office, provides updated and detailed information about costs and financial aid. Briefly:

The 1978-79 cost-per-credit-hour is \$61. A full course load is 15 credits per quarter, or 45 per academic year.

<b>Tuition 1978-79:</b>	<b>\$2745</b>
Residence Charges: Room	875
Full Board	638

A number of courses, particularly in the sciences, have laboratory fees. In addition, Seattle University students normally spend about \$100 per year on books.

The tuition rate for 1979-80 will be announced in early Winter Quarter.

**Financial Aid** is received by the majority (more than 70 per cent, in fact) of Seattle University undergraduates.

Eligible students are likely to receive a combination of three types of aid, commonly called a financial aid "package".

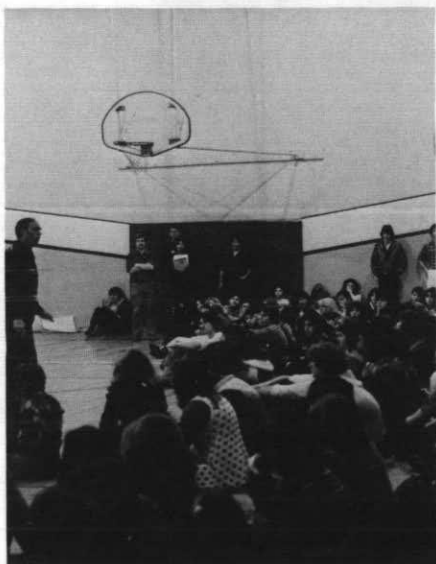
- 1. Grant and Scholarship:** an outright award that does not require repayment.
- 2. Loan:** College loan programs allow liberal repayment periods and low interest rates. Payment normally begins after graduation.
- 3. Employment:** an opportunity to work at a campus job or in a Seattle area business.

More information about financial aid, and the appropriate application forms, will be provided at the Winter MRC Parents' Conference which is held in mid-January at Seattle University. The forms are also available on the MRC-I campus, and from the Financial Aid Office at Seattle University.

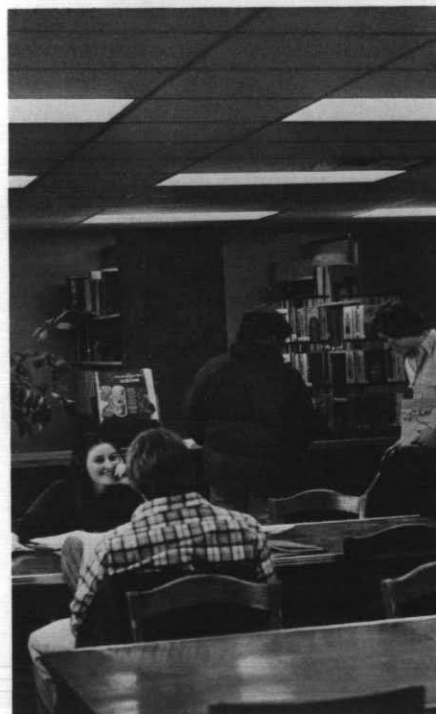
The first and most important of these forms is the one sent to the College Scholarship Service (CSS) in Berkeley, California. The CSS determines if, and to what extent, the applicant is eligible for need-based financial aid. **The MRC-II administration strongly recommends that every MRC student submit this Financial Aid Form to CSS—even if financial aid is not desired or needed at this time.**



# Student Life



Central to the educational philosophy of Matteo Ricci College is a commitment to the development of the whole person. On both MRC campuses there are continuing efforts to develop opportunities for personal, social, intellectual, spiritual, emotional, cultural, and physical development. But there are also a number of programs, activities, and services which foster an educational environment beyond the classroom, an environment which meets students' interests and needs and opens them to new areas of growth. The student life programs briefly described below indicate some of the major areas in which students can be involved in a total learning environment, integrating academic work and co-curricular activities.



## ORIENTATION

Aware that students entering a new educational program experience anxiety as well as anticipation, Matteo Ricci College offers orientation programs at the beginning of MRC-I and MRC-II to introduce students to their new environments. The activities also enable MRC faculty and students to become acquainted before the academic work on the two campuses begins.

New students entering MRC-I participate in a two-day overnighter. Through a number of shared experiences, small groups of new students and faculty get to know one another, learn about the year's academic and co-curricular programs, and begin the process of building a caring community.

In the middle of their third year, students have the opportunity to meet faculty and students from MRC-II to learn about student life on the Seattle University campus. This involves discussions concerning the MRC-II curriculum, visits to classes at Seattle University, and the chance to talk about expectations and concerns

prior to moving on to the university environment. Students continuing on to MRC-II are contacted during the Summer by their advisers to help ease the transition from MRC-I to MRC-II.

During the week prior to formal registration in MRC-II, students meet their advisers to talk about the students' interests and to plan the academic work for the first quarter on campus. MRC-II students are also invited to small get-acquainted dinners hosted by Seattle University faculty. Of course, Matteo Ricci college students are encouraged to participate in the great variety of new student orientation activities developed for the entire university.

Opportunities are open to a number of MRC-II upperclassmen to assist in planning and carrying out orientation activities for those students about to begin the MRC-II program.

## **CAMPUS MINISTRIES**

Matteo Ricci College serves the religious needs of the students, fosters the teaching of Christian values, and aims to develop a commitment to service to the larger society beyond the Matteo Ricci community itself. A number of avenues are available to students in the process of developing a deeper spiritual life within a Christian community.

On both campuses regular sacramental and liturgical celebrations involve students in religious worship within a community. Students are invited to assist in planning and participating in special liturgical events throughout the year. Opportunities for reflection, prayer, and discussion are provided in retreats and searches conducted by the campus ministry teams who are always available for religious and personal counseling. Finally, fulfilling the commitment in Matteo Ricci College to bring students to an awareness of the just needs and demands of others, there are occasions and programs which call students to move beyond themselves and offer assistance to others.

## **COUNSELING**

### **PERSONAL AND VOCATIONAL COUNSELING**

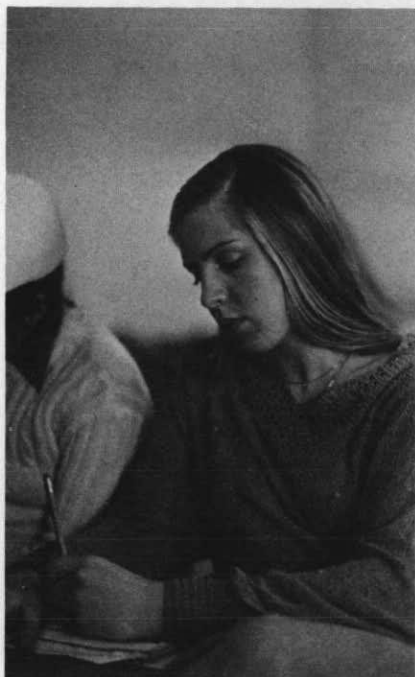
Personal and vocational counseling, in both individual and-group format, is available to students on both campuses. Those seeking personal counseling find opportunities to develop the skills necessary to solve their own problems as they learn about themselves. Faculty and staff involved in counseling are not only educationally competent but also aware of and sensitive to the needs and demands of young men and women growing through the normal process of adolescence and involved in the new educational and social experiences of Matteo Ricci College.

At MRC-I all teachers are available as counselors. In addition, students may call on two certified personal counselors. When more expertise is needed, resources and referrals are available through the counselors or the Assistant Principal.

At Seattle University, a wide range of professional services are available to MRC-II students through the Counseling Center, including educational, vocational, marital and personal counseling. Faculty members assist the center's clinical psychologists to meet the needs of individual students. Small group experiences are also conducted, focusing on self-awareness, interpersonal relationships, communication skills, or bringing together people with a common interest or problem to share ideas and insights.

### **P.A.C.E.**

MRC-II students are invited to participate in a unique peer counseling program on the University campus called PACE (Peer Advising for the College Experience). A broad spectrum of new students are brought together regularly during the first quarter



under the guidance of specially trained upperclass students who serve as peer advisers. PACE helps students adjust to college life and to develop skills necessary to do well in college academic work, and it channels students to appropriate University services when it is necessary to obtain information and assistance in meeting specific problems.

PACE offers MRC students an excellent orientation to the University and a series of community building activities.

### **CAREER PLANNING/TESTING**

Matteo Ricci College recognizes the value of assisting students in ascertaining and developing their skills, in planning for their future, and in linking skills to career interests and goals. Assistance is provided at MRC-I through the counselors, a career awareness program, and career planning seminars. The Office of Career Planning and Placement at Seattle University provides career counseling, job listings and referral services, workshops on resume writing, interviewing and job seeking skills, and it coordinates the work-study student employment program. Trained personnel in the Counseling and Testing Center provide additional vocational guidance.

Finally, a program of testing operates throughout the MRC program. Tests of scholastic and vocational aptitude, as well as interest and personality tests are available, some required as part of the continuous assessment of student work and capability, others available to meet specific needs. A number of assessment instruments are available through the counselors at MRC-I and the offices of Counseling and Testing and Career Planning and Placement at Seattle University.



### **CO-CURRICULAR ACTIVITIES**

The activities listed below are termed co-curricular to emphasize that they are an integral part of the education and personal development of a student. Students are encouraged to test their



abilities, develop new skills, and pursue their interests in these activities, or to join in forming groups to initiate new activities.

Current clubs and activities at MRC-I include the following:

Chess Club  
Chorus  
Dance/Jazz  
Drama Production & Performance  
**The Panther** Newspaper

Pep Club  
Photography Club  
Panther Express Dance Team  
Shakespeare Club  
Speech & Debate Club  
Student Council

At Seattle University, there are more than fifty student organizations and a number of student activities reflecting varied career, vocational and extra-curricular interests of the students. The following list of clubs and activities indicate just some of the possibilities for MRC-II students:

Associated Students of Seattle University  
Alpha Phi Omega  
Alpha Sigma Nu  
Associated Students of Business  
Associated Women Students  
Black Student Union  
Chemistry-Physics Club  
Dorm Council  
**Fragments** literary publication  
Honorary and Professional  
Organizations in Business  
Education  
Fine Arts  
Nursing  
Engineering  
Intercollegiate Knights  
Model United Nations  
New Student Orientation



Open College  
 Political Forum  
 Rainbow Coalition  
 Ski Club  
 Spectator Student Newspaper  
 Students for Human Life  
 Yacht Club

## INTRAMURALS AND SPORTS

Intramural athletic activities lie between the variety of sports programs and the instructional classes. There are a number of opportunities for students to participate in intramural sports in organized team and/or individual activities on both campuses. The programs are optional, open to all students.

Among the activities currently available through MRC-I are: swimming, racquetball, jogging, basketball, ping-pong, weight lifting, water polo, flag football, and volleyball.

Currently there is a comprehensive intramural program offered to all students at Seattle University. Sports which draw the largest number of participants include basketball, flag football, softball, coed soccer, water polo, racquetball, handball, volleyball, golf, swimming and track.

Seattle University offers a comprehensive athletic and recreational program at the Connolly Center. Many of the MRC-I athletic programs make use of these facilities. During the academic year the Center's extensive facilities are devoted especially to serving the needs and interests of university students, in intramural and intercollegiate sports and in the general recreational area.

Opportunities for student athletes to develop the mental and physical skills necessary for participation in an organized, competitive sport are also available on both campuses.



At MRC-I all students may participate in a school-sponsored athletic program during each sports season. The program is directed to meeting the needs of the students while developing a sense of community and pride in the team and the school. Included in interscholastic sports competition are: boy's football, basketball, baseball and soccer; girl's volleyball, basketball, and soccer; and co-ed cross country, golf, tennis and track and field.

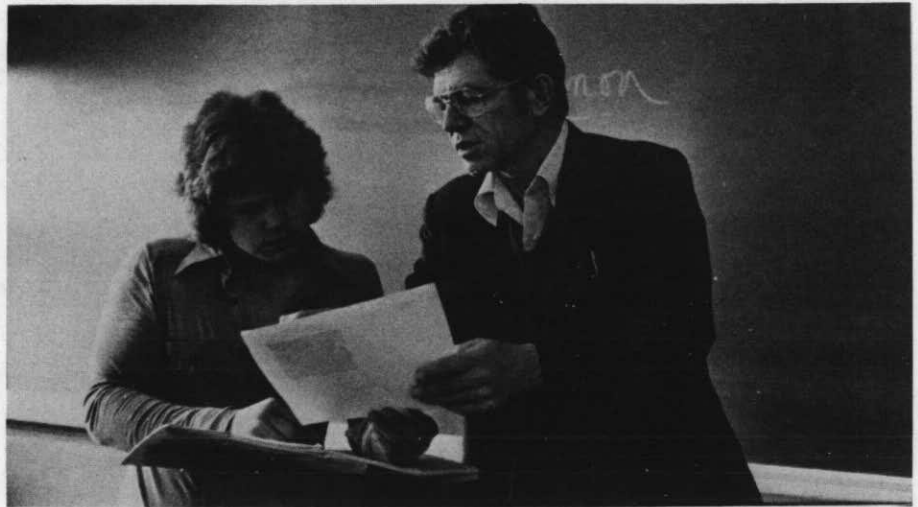
MRC/Seattle Prep is a member of the "AA" Division of Seattle's Metro League. MRC students who begin in year one of the program have a maximum of eight semesters (twelve trimesters) of eligibility for high school level athletics. Students in their fourth year of the program (at Seattle University) are eligible to compete on the high school level only.

MRC-II students are eligible to compete in intercollegiate athletics at Seattle University after their fourth year in the program and/or their receiving their high school diploma. Seattle University's intercollegiate athletic program includes competition in basketball, baseball, golf, tennis, soccer, and cross country. The women's intercollegiate sports program includes competition in basketball, gymnastics, tennis and volleyball.

## **DORMITORY LIFE**

Seattle University maintains three residence halls for resident students, all co-educational. The Dorm program is designed to provide an attractive and comfortable living situation and to assist in the successful accomplishment of the University's educational goals. The dimensions of residence hall life provide unique opportunities to all students for learning and growing through close contact with persons of diverse backgrounds. MRC students will find that the dorm experience facilitates their active participation in the University community.

# Academics



## THE CURRICULUM

A curriculum is only a map. It is neither the territory itself nor the purposeful journey it traces. But the map should tell us something. We should be able to read its roads—its paralleling, crisscrossing, upward-winding and converging “courses”—as an articulation of the program’s goals.

Everything in the MRC curriculum focuses on **development**: the harmonious development of the student’s potential “to understand” in the several ways we humans do understand—with our intellects, our aesthetic sense, our emotions, our bodies, our ethical perspectives, and our faith. Traditionally, formal education has emphasized the intellectual mode because intellectual skills are key to almost all conscious learning, including learning in the other modes. But the MRC curriculum addresses, in a very direct way, these other modes as well: in curricular areas like Artistic-Aesthetic Development, Psycho-Physical Development, and Faith Development, and in the many courses and co-curricular activities which focus on valuing, on values clarification, values systems, and values questions.



What this means is that the program is concerned less with a body of knowledge than with the behavior of the student, with **how** the student is "coming to know" something, with what the student can demonstrate an ability to do. We can see it everywhere in the course descriptions, this emphasis on some **activity**: experiencing, observing, sensing, perceiving, inquiring, comprehending, analyzing, evaluating, interpreting, deciding, prizing, researching, listening, dialoguing, writing, problem solving, creating—and dozens of other habits, attitudes, and skills which, taken together, constitute "the ability to learn."

Obviously development does not occur in a vacuum. Those habits, attitudes, and skills are developed **in context**—that is, as they are engaging some subject matter or experience. In the first two years of the program, where there is a considerable emphasis on fundamentals (communication, thinking, and interpretive skills, scientific method, quantitative and foreign languages, sensory and body development), the learning contexts include literature, cultural studies, the arts, algebra and geometry, and science modules on subjects like the environment and nutrition. In the third and fourth, or "bridge", years, the contexts become more focused: national and local societal studies, western cultural transformations, and comparative cultural studies; literature and other art forms; modes of reasoning and humanistic inquiry; electives in math and the social and natural sciences.

The student's knowledge-base grows. The information, the experiences, the insights become increasingly more varied, more complex—and, consequently, demanding of higher levels of intellectual, aesthetic, emotional, ethical, and faith development. Certain generalizable "liberal learning skills"—thinking, communication, and interpretive skills—become even more important and necessarily more sophisticated. And a host of new skills emerge, specialized, "context-dependent" skills like those developed in the traditional disciplines and employed in the professions.

As students become more aware of the social, technological, environmental, political, and economic complexities of the world they live in, decision-making becomes more difficult. This is why in the final two years of the program, particularly in the Perspectives on the Person sequence and the several MRC Seminars, students turn their attention, first to a reflection on fundamental questions, to the search for norms, criteria for judgment, and then to the application of values (the truths that require us to act) to very real issues and problems, present and future.

Through the "major" and pre-professional component, the curriculum responds to at least some of the immediate, practical needs of the student upon graduation. But the MRC curriculum has a more essential nature. It is a small piece of that much larger map it tries to anticipate, the undrafted map of the student's lifelong journey.



# MATTEO RICCI COLLEGE—I

1	<b>FRESHMAN COLLEGIO</b> <ul style="list-style-type: none"><li>• Communication Skills</li><li>• Interpretive Skills<ul style="list-style-type: none"><li>Primitive Cultures</li><li>Mythology</li><li>Literature</li><li>Native American Culture</li></ul></li><li>• Faith Development<ul style="list-style-type: none"><li>Community Building</li><li>Self-Reflection</li><li>New Testament Studies</li></ul></li></ul>	<b>UNIFIED SCIENCE I</b>	<b>ALGEBRA I</b> COMPUTER PROGRAMMING ELECTIVE	<b>PSYCHO-PHYSICAL DEVELOPMENT</b> <ul style="list-style-type: none"><li>• Nutrition</li><li>• Muscles and Coordination</li><li>• Exercising</li><li>• Sports in Culture</li></ul>	<b>AESTHETIC-ARTISTIC DEVELOPMENT</b> Sensory Development Art Lab	
2	<b>SOPHOMORE COLLEGIO</b> <ul style="list-style-type: none"><li>• Communication Skills</li><li>• Interpretive Skills<ul style="list-style-type: none"><li>Cultural and Cross-Cultural Studies</li></ul></li><li>• Faith Development<ul style="list-style-type: none"><li>Values Clarification</li><li>Old Testament Studies</li></ul></li></ul>	<b>UNIFIED SCIENCE II</b>	<b>ALGEBRA and GEOMETRY</b> COMPUTER PROGRAMMING ELECTIVE	<b>PPD Electives</b> <ul style="list-style-type: none"><li>• Soccer</li><li>• Tennis</li><li>• Swimming</li><li>• Basketball</li><li>• Racquetball</li><li>• Gymnastics</li><li>• Bowling</li><li>• Golf</li></ul>	<b>FOREIGN LANGUAGE</b> <ul style="list-style-type: none"><li>• French I</li><li>• Spanish I</li><li>• German I</li></ul>	<b>AAD Electives</b> <ul style="list-style-type: none"><li>• Drama/Dance</li><li>• Music</li><li>• Lab with Resident Artist<ul style="list-style-type: none"><li>Drawing</li><li>Sculpture</li><li>Painting</li><li>Photography</li><li>Ceramics</li></ul></li></ul>
3	<b>JUNIOR COLLEGIO</b> <ul style="list-style-type: none"><li>• Communication Skills</li><li>• Interpretive Skills<ul style="list-style-type: none"><li>Literary Forms</li><li>American Studies</li><li>History</li><li>Government</li><li>Literature</li></ul></li><li>• Faith Development<ul style="list-style-type: none"><li>Scripture Studies</li><li>Church &amp; Sacraments</li><li>Values Questions</li></ul></li></ul>	<b>UNIFIED SCIENCE III</b>	<b>ALGEBRA and TRIGONOMETRY or PRE-CALCULUS or BUSINESS MATH</b>	<b>Studies in:</b> <ul style="list-style-type: none"><li>• Biomechanics</li><li>• Physiology of Exercise</li><li>• Sport and Society</li></ul>	<b>FOREIGN LANGUAGE</b> <ul style="list-style-type: none"><li>• French II</li><li>• Spanish II</li><li>• German II</li></ul>	

# MATTEO RICCI COLLEGE—II

ELECTIVES OR MAJOR	5 credits	HUM 170 Social Ecology	5 credits	3 credits HUM 160 Modes of Reasoning	2 credits HUM 150 Composition: Language	FALL	4
ELECTIVES OR MAJOR	5 credits	HUM 180 Western Cultrual Tradirions I	5 credits	HUM 151 Composition: Language & Arts 5 credits		WINTER	
ELECTIVES OR MAJOR	5 credits	HUM 181 Western Cultrual Tradirions II	5 credits	3 credits HUM 260 Modes of Inquiry: Humanistic	2 credits HUM 251 Composition: Arts	SPRING	
ELECTIVES OR MAJOR	5 credits	HUM 280 Cultrual Interface	5 credits	ELECTIVES OR MAJOR 5 credits		FALL	5
ELECTIVES OR MAJOR	5 credits	HUM 301 Perspectives On the Person I	5 credits	ELECTIVES OR MAJOR 5 credits		WINTER	
ELECTIVES OR MAJOR	5 credits	HUM 302 Perspectives On the Person II	5 credits	ELECTIVES OR MAJOR 5 credits		SPRING	
ELECTIVES OR MAJOR	5 credits	HUM 401 MRC Seminar	5 credits	ELECTIVES OR MAJOR 5 credits		FALL	6
ELECTIVES OR MAJOR	5 credits	HUM 402 MRC Seminar	5 credits	ELECTIVES OR MAJOR 5 credits		WINTER	
ELECTIVES OR MAJOR	5 credits	HUM 403 MRC Seminar	5 credits	ELECTIVES OR MAJOR 5 credits		SPRING	



# The Six Year Curriculum

## FIRST YEAR

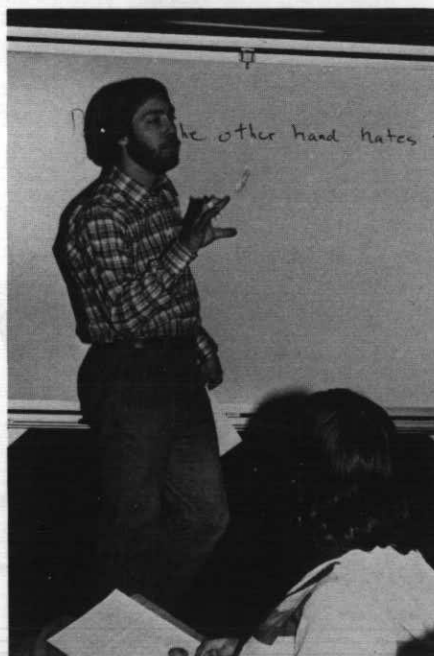
COLLEGIO focuses on the development of communication skills: reasoning; correct, effective writing; speaking and dialoguing; active listening; and the interpreting of texts. The extensive literature and social studies content, which centers on mythology, primitive and Native American cultures, and regional social history, serves primarily to broaden and deepen the student's experience of language. Practical learning skills, such as note-taking, outlining, and researching, are emphasized throughout the course.

The Faith Development component of Collegio stresses the student's reflective awareness of his or her social and personal development and the faith development of the individual within a caring, Christian community.

AESTHETIC/ARTISTIC DEVELOPMENT in the first year focuses on sensory development, including: examining the relationship of the arts to the environment and other subject areas; exploring the artistic elements which communicate ideas; learning a vocabulary which describes aesthetic experiences; creating whole works of the student's own design; and analyzing, evaluating and interpreting art objects and performances on the basis of informed aesthetic criteria.

PSYCHO-PHYSICAL DEVELOPMENT begins with studies of human involvement in physical and play activities, the effects of culture on activity preferences, cooperation vs. competition, mind-body relationship, principles of training and conditioning, weight control, relaxation, motor learning and biomechanics. These topics are examined in both classroom and gymnasium settings.

UNIFIED SCIENCE in the first year emphasizes data gathering and classification; the use of abstract models for structuring data; the interaction of variables in a closed system; and the application of principles and techniques to specific problems. The course modules include: Perception and Quantification; Heat, Energy, and Order; Mice and Men (Population Unit); and Environmental Balance.



MATHEMATICS centers on Elementary Algebra, beginning with the algebra of real numbers as a structure embedded in the Field Properties, and concluding with graphics, systems of equations, functions, variations, and quadratics.

## **SECOND YEAR**

COLLEGIO in the second year continues the rigorous development of both communication and interpretive skills, with the content-focus now on Cross-Cultural Studies. Major Western and Eastern centers of civilization are explored thematically: the formation of communities, the development of the individual, and, most importantly, the religious experience, values, and values systems of the cultures. The Old Testament and a variety of literary texts are studied, and extensive library research is required.

AESTHETIC/ARTISTIC DEVELOPMENT in the second and third years includes a minimum of three trimesters of AAD studio work, with one trimester in each of the following: (1) **Visual Arts:** Ceramics, Sculpture and Drawing classes offer the student an opportunity to focus on the visual and tactile properties of the art form and to create, analyze and evaluate in that particular artistic mode; (2) **Drama/Dance:** Students are first introduced to the basic elements of acting and movement, and then experience, create and evaluate physical and vocal expressions of emotion and thought; (3) **Music:** Students focus on becoming more informed listeners and on developing skills, knowledge and understanding of musical expression through creating, performing, and analyzing.

PSYCHO-PHYSICAL DEVELOPMENT in the second and third years includes a minimum of three trimesters in physical and play activities of the student's choice. Typical activities are: bowling, canoeing, racquetball, volleyball, gymnastics, swimming, tennis, soccer and golf. In addition, students have the opportunity to undertake advanced studies in biomechanics, physiology of exercise, and sport and society.

UNIFIED SCIENCE in the second year emphasizes modular learning and addresses a variety of topics, including: modeling, interaction, equilibrium, change, nutrition, and reproduction.

MATHEMATICS now focuses on Geometry, from the fundamentals through quadrilaterals, similarity, the right triangle and circles. In the third trimester there is an intensive review of algebra and an introduction to computer science.

FOREIGN LANGUAGE study begins in the second year and involves a two year requirement in either French, Spanish, or German. The particular focus this first year is on speaking, listening comprehension, basic grammatical tools, and vocabulary-building.

### **THIRD YEAR**

COLLEGIO in the third year continues the development of communication and interpretive skills in two, interdependent learning contexts: American Studies, with a focus on social, political, economic, and constitutional issues and themes; and American Literature, with a focus on literary forms and analysis. A one-trimester Writing Lab helps students to sharpen expository skills in preparation for university-level studies in MRC-II.

FAITH DEVELOPMENT continues to develop the skills, values, and attitudes of the formational aspects of the program's first two years (quiet and reflectiveness, communication, community, and faith), but the emphasis shifts now toward the informational: (1) a one-trimester study of the Church—what it is, its history, its sacramental and liturgical life; and (2) a second trimester, in which students will choose an area of interest—morality and moral decision making, marriage and family, human sexuality, social injustice in the world, values questions in science and other areas.

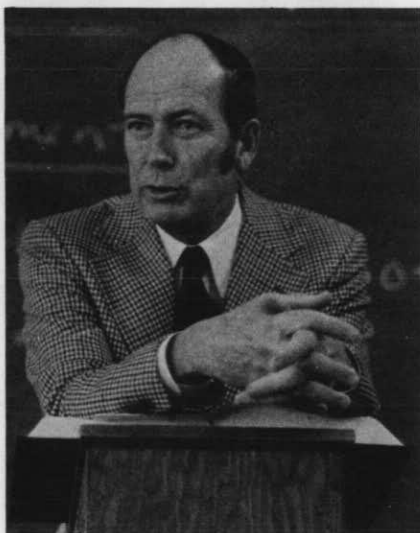
AESTHETIC/ARTISTIC DEVELOPMENT and PSYCHO-PHYSICAL DEVELOPMENT activities continue as students complete the three-trimester requirements in each area (described under "Second Year").



UNIFIED SCIENCE emphasizes the evaluation of models and their application to new experiences and observations. The four basic units studied are: (1) Classification, which consists of evaluating and using systems of classification like the periodic table; (2) Complex Problems, which extends the "interaction" unit of Second Year but focuses now on the more sophisticated interactions within our universe; (3) Energy, the types, efficiency levels, and the economics of energy consumption; and (4) Information, its essential role at all levels of life's processes—DNA, computers, language.

MATHEMATICS in the third year offers three year-long tracks from which the student may choose: (I) Algebra/Trigonometry; (II) Pre-Calculus; or (III) Business Math, which focuses on the personal handling of money, the principles and practices of Accounting, and the fundamentals of Economics. In addition, all Third Year students have the opportunity for hands-on experience in computer programming.

FOREIGN LANGUAGE study in the third year continues to develop basic language skills as a foundation for subsequent work in MRC-II at Seattle University. Films, slide presentations and discussions help bring the student to a deeper awareness of the cultural and societal attitudes of the people for whom the language is native.



## FOURTH YEAR

HUM 150 COMPOSITION: LANGUAGE is a study of written communication, including the skills of forming one's meaning into words, and the skills of converting words composed by others into meaning for one's self, with emphasis upon clear, logical, and persuasive writing. Corequisite: HUM 160. (2 credits) Fall

HUM 160 MODES OF REASONING provides practical training in the skills of informal logic, clear thinking, and communication, with emphasis on induction and deduction, conditional and syllogistic forms, and formal and informal fallacies. (3 credits) Fall



HUM 170 SOCIAL ECOLOGY focuses on institutional change and value conflict in the local community with direct student involvement in the analysis of a current public policy issue. Within the context of this issue, the student will develop an understanding of concepts used in history and the social sciences, including economics, political science, and sociology. (5 credits) **Fall**

HUM 151 COMPOSITION: LANGUAGE AND THE ARTS continues the development of composing skills begun in HUM 150, through an inter-disciplinary study of the two distinct and complementary activities of artistic communication: the composing of elements of a medium into an aesthetic unity, and the interpreting of such a composition to discover the meanings it embodies. The students compose and interpret in an interrelated study of literature and either music or the visual arts. (5 credits) **Winter**

HUM 180-181 WESTERN CULTURAL TRADITIONS I & II is an integrated learning experience in the social sciences, humanities, and history. A two-quarter course, it includes: an analysis and interpretive exploration of cultural themes and traditions which have played crucial roles in forming and transforming the values of Western civilization; and critical reflection on alternative models and strategies for interpreting the significance of basic cultural change. (10 credits) **Winter and Spring**

HUM 251 COMPOSITION: THE ARTS is a continuation of the study of aesthetic composition in terms of either music or the visual arts. (2 credits) **Spring**

HUM 260 MODES OF HUMANISTIC INQUIRY explores the values and limitations of two distinct styles of inquiry operative in the social sciences *vis-a-vis* the methods of the natural sciences as contrasted with the methods of philosophy, literature and the arts. Students will examine these social science methods in the context of certain issues around which the study of man has been polarized. (3 credits) **Spring**

## **FIFTH YEAR**

HUM 280 CULTURAL INTERFACE explores critical elements of several non-Western cultures and examines the processes and results of interaction between each of them and Western culture. The course emphasizes sensitivity to values and cultural systems of non-Western people; analysis of cultural interactions; and analytic perspectives and methods appropriate to the humanities and interpretive sciences. Students will develop the ability to identify elements of unfamiliar cultures, to trace their dynamic pattern, and to contrast these elements and patterns with other cultural systems, including their own. (5 credits) Fall

HUM 301-302 PERSPECTIVES ON THE PERSON is a two-quarter course which focuses on questions of timeless concern: Who am I? What am I? What is the meaning of human knowledge? of religious aspiration? Students will evaluate significant responses to these questions—in the scriptures through the on-going tradition established by Augustine, Aquinas, and other theologians, and in the reflections of Plato, Aristotle, and other major philosophers. Students will bring philosophical analysis and theological reflection to their own experiences, and will be encouraged to think reflectively and habitually about value questions. (10 credits) Winter and Spring

## **SIXTH YEAR**

HUM 400, 401, 402 MRC SEMINARS challenge the student to apply skills and knowledge already acquired to complex political, economic, social, moral, religious, and cultural issues which face contemporary man. Seminar topics will change over time in response to new developments and to student and faculty interest.

Many of the issues in modern society flow from the preeminence of science and technology. Some of the more critical of these arise from the exciting but disquieting potential of bioengineering—of



genetic change, of cloning, of sex selection of the new born. Other issues arise from the dichotomies among jobs, use of resources, and economic development on the one hand, and the quality of life, preservation of the environment, and social justice on the other; from the increasing interdependency of world communities and from population pressures; from a Church reexamining its obligation to oppressed peoples; from Christians reexamining the meaning and relevancy of religious faith.

Some of the seminars will demand the skills and knowledge of several disciplines because they will address difficult issues lying beyond the reach of any particular discipline. These seminars are **interdisciplinary**. Others will draw upon many disciplines in a search for the ideal, for the normative, for what is both humanly possible and desirable. Still others will immerse the student in critical reflection about assumptions and methods of specific disciplines, i.e., they will take the disciplines as their subject matter. Both of these seminars are **transdisciplinary**.

The seminars will deepen awareness and raise the skills of learning and of using knowledge to the higher levels characteristic of the knowledgeable and concerned person. And with their focus on what ought to be as well as on what is, they will further the development of the kind of student described in the statement of MRC goals.



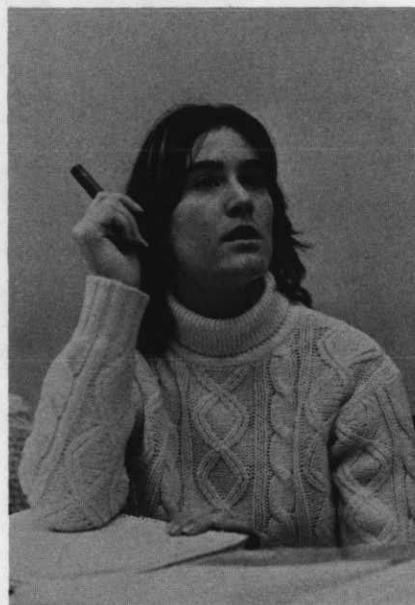
# Matteo Ricci College-II

## DEGREE OFFERED

Bachelor of Arts

## DEGREE REQUIREMENTS

135 credits which must include: 60 credits in MRC/HUMANITIES courses; a maximum of 45 credits in either a General Studies area or a single discipline focused in the College of Arts and Sciences, OR a maximum of 55 credits in a General Science area, in Pre-Professional Studies, or a single discipline focused in one of the University's professional schools; and the remaining credits in courses approved by the student's MRC-II adviser.



## MRC-II OPTION COURSES

Matteo Ricci College-II students may choose a limited number of approved option courses after carefully considering the recommendations of an MRC-II adviser.

Generally, MRC-II students are encouraged to (1) continue their foreign language study, either on campus or in one of the Language Abroad programs; (2) select, from regular departmental offerings, interdisciplinary-type courses which have been designed, in part at least, to complement HUM-designated required courses; (3) sample a variety of disciplines in introductory courses, both for "broadening" and as a means of exploring possibilities for a Major; and (4) undertake upper-division disciplinary courses for which the required and other option courses are adequate prerequisites.

It is a policy of MRC-II that students may not choose option courses which are either in, or narrowly related to, the discipline in which they are majoring. To do so would be to deny a primary purpose of





the option courses which is to "bridge" the HUM-designated required courses (the curriculum's liberal learning component) and the specialized study represented by the Major. It is the responsibility of the MRC-II adviser, in close consultation with the Major discipline department, to determine what is or is not "narrowly related".

## THE MAJOR

As an integral part of the curriculum, the Major course of study provides the student with an in-depth experience of a single discipline or complex of related disciplines, and of the values-oriented learning processes which characterize the entire program.

In addition, the Major may serve as a useful prerequisite to further study, either in a second, profession-oriented undergraduate program, in a graduate degree program, or on the job.

Normally, the MRC-II student is not encouraged to begin a Major until the Fifth Year of the program. This allows the student ample time and opportunity to adjust to university-level studies, to acquire the general knowledge and sharpen the liberal learning skills which are foundational to any specialized, disciplinary study, and to explore, via both the required and option courses, a broad range of potential interests.

When finally choosing a Major, the student should work very closely with an MRC-II adviser. The adviser will recommend ways to better coordinate the Major course of study with the HUM-designated and option courses. And the adviser will help the student avoid the false-starts which could prove costly to anyone wishing to complete the MRC-II program in the normal three years.

The MRC-II Major is of three types. Careful note should be made of the credit hour limit of each type. The student may focus in:

(A) **a single discipline**, represented in the College of Arts and Sciences, by completing a course of study recommended for MRC students by the appropriate department; or, a **General Studies** course of study, with a humanities emphasis, recommended by the MRC-II adviser. **(45 credits maximum)**

The disciplines represented in the College of Arts and Sciences include: Community Services, English, Fine Arts, Foreign Languages, History, Journalism, Military Science, Philosophy, Political Science, Prelaw, Psychology, Rehabilitation, Sociology, and Theology and Religious Studies.

In several of these areas, most notably the Foreign Languages Major, students must evidence a prerequisite level of competence acquired either in MRC-I, in summer college work, or in SU courses taken outside the 135 credit hour MRC-II program.

The General Studies course of study, agreed upon by the student and MRC-II adviser, normally requires a measure of concentration in two or three related disciplines. This course of study should complement, but not be narrowly related to, the option courses.

(B) **a single discipline**, represented in either the Albers School of Business or the School of Science and Engineering, by completing a course of study recommended by the appropriate department; or, a **General Science** course of study, recommended by an adviser in the School of Science and Engineering. **(55 Credits Maximum)**

The student should be aware that a Major of this type is limited to Economics and B.A. programs in Biology, Chemistry, Physics,



General Science, and Pre-Med, none of which is designed to constitute "professional training".

(C) **Pre-Professional Studies**, by completing a course of study recommended by one of the University's professional schools: Business, Education, Nursing, or Science and Engineering. (55 Credits Maximum)

MRC-II students should understand that it is not possible for any student to complete a professional degree program in three years. The Pre-Professional Studies Major is designed to allow the MRC-II student to complete, within the 135 credit hour program, a maximum of 55 credits toward a subsequent professional degree in Business, Education, Nursing, Engineering, or a Science area.

Once the Pre-Professional course of study has been successfully completed, the MRC-II student may then apply these 55 credits, and any other credits which are in addition to the 135 credit MRC-II program, toward a **second** baccalaureate degree, subject to the approval of the appropriate professional school. Normally this second degree will require from three to five academic quarters beyond the completion of the MRC-II B.A. program.

## **STOP-OUT TIME**

Matteo Ricci College students may wish to temporarily withdraw from, or "stop out" of their program in order to broaden their educational experience beyond the perimeters of the university campus. Stop-Out activities might include field study and research, work experience, or travel.

MRC-II advisers will assist students by offering their recommendations and guidance.

Matteo Ricci College students will be advised to complete Year/4 of the program before seriously considering the Stop-Out option. In this way, the student will have benefited from a full year of university-level studies and consequently from personal, social and intellectual maturation, which should provide a sounder basis for effective use of the Stop-Out opportunity. There is another consideration as well. The Year/4 course of study, which is particularly complex in its sequencing and integration, should be neither postponed nor interrupted.

## **ACADEMIC ADVISING**

### **MATTEO RICCI COLLEGE-I**

The Assistant Principal monitors the academic progress of all MRC-I students with a view to giving special assistance to those students who, for one reason or another, are not making normal progress in the prescribed courses of study. When a deficiency occurs in a student's work, the Assistant Principal meets with the student's teachers, a counselor, and parents to determine how the deficiency can be made up. The plan might include a summer program, tutoring, carefully monitored independent study, or, in rare instances, repeating the course the following academic year.

The Assistant Principal and MRC-I faculty work very closely with the MRC-II advisers to assure that those 3rd Year students who are recommended for advancement make a smooth transition from the MRC-I/Seattle Prep campus to MRC-II at Seattle University.



## **MATTEO RICCI COLLEGE-II**

The MRC-II advisers are the principal advisers to all MRC-II students on academic and academically-related matters. It is their responsibility to assist the student in designing an academic program best suited to that student.

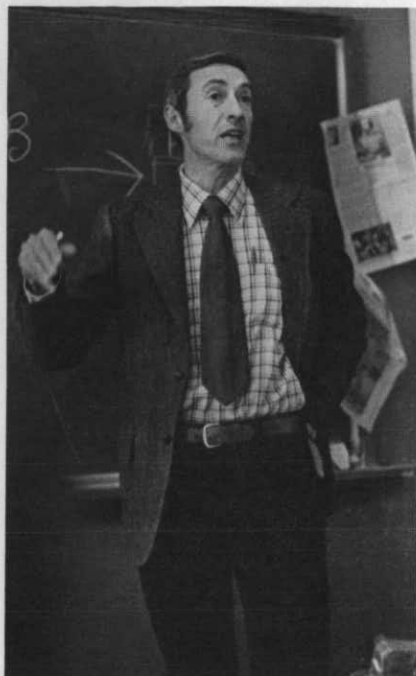
The specially-trained faculty and student upperclassmen who serve as MRC-II advisers are fully conversant in the Matteo Ricci College program, the major-discipline programs of the other schools and colleges, and the many student services of the University. Of course they are not the exclusive source of all the guidance the student may wish or need. The MRC-II advisers draw upon, coordinate, and focus the very best advice of those who are most knowledgeable of the student—the student's teachers, faculty in the student's major-area, department chairpersons and deans, leaders of the MRC community, fellow students and parents.

MRC-II advisers meet with MRC-I students in Year/3 in early spring to answer questions about the program and to provide information about the academic advising processes. Then, in mid-summer, each incoming MRC-II student will be assigned to an adviser who will meet with that student prior to Fall registration, and thereafter as often as necessary, to review program requirements, option courses, and the major course of study, and to discuss the student's academic progress and problem areas.

A Matteo Ricci student, in either MRC-I or MRC-II, may not register for any Seattle University course, either in the summer session or during the regular academic year, without first consulting and receiving the written permission of an MRC-II adviser.

MRC students who do not have an adviser and who plan to register for course work at Seattle University should contact Mr. Thomas Trebon, who heads the MRC-II team of advisers.

# Academic Standards



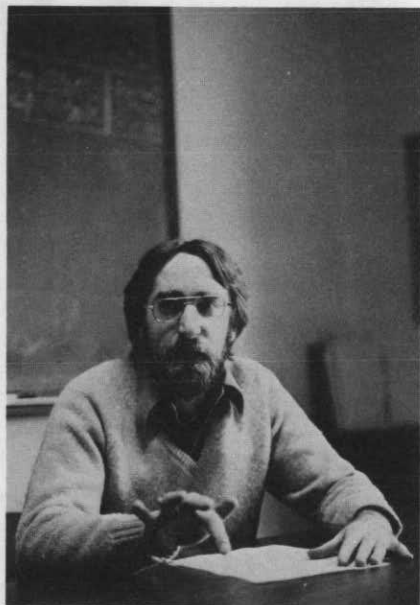
## MATTEO RICCI COLLEGE-I

MRC-I students are expected to maintain a 2.0 minimum grade point average. Students who fall below a 2.0 in an academic discipline are placed on Academic Probation.

If a student is for any reason unable to successfully complete the course requirements in a particular academic area, he or she must meet with the Assistant Principal to develop a plan for fulfilling the needed requirement.

A student who is deficient in several academic areas, making it impossible to complete course requirements, will not be permitted to continue in the Matteo Ricci Program.

In order to advance from the MRC-I/Seattle Prep campus to MRC-II at Seattle University, the student must have fulfilled all requirements of Matteo Ricci College-I, maintained a minimum grade point average of 2.0, and been approved for advancement by the MRC-I faculty and administration.



## MATTEO RICCI COLLEGE-II

**Normal Progress:** An MRC-II student is expected to make normal progress toward satisfying the program's degree requirements as set forth in this **Program Description** and in the University's **Bulletin of Information**.

At a minimum, "normal progress" means that the student is successfully completing all MRC-II Required (MRC/HUM) courses and is maintaining a cumulative grade point average (GPA) of at least 2.0.

**Probation:** A student who fails or withdraws from one MRC-II Required course or has earned less than a 2.0 cumulative GPA, will be placed on Academic Probation. In the former case, the student

will remain on probation until he or she successfully repeats the Required course or completes a substitute course approved by an MRC-II adviser. In the latter case, the student will remain on probation until the minimum 2.0 cumulative GPA has been achieved.

**Dismissal:** A student who fails or withdraws from two or more MRC-II Required courses, or has completed three quarters at Seattle University with a cumulative GPA below 2.0, may be dismissed from the program, at the discretion of the MRC-II Director.

## REGULATIONS

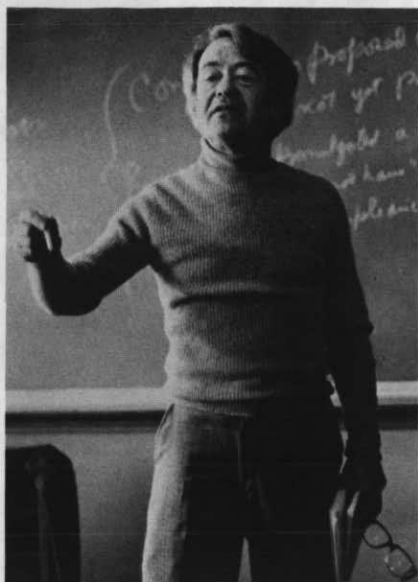
### **MATTEO RICCI COLLEGE-II**

Each student is responsible for knowing the academic regulations and requirements set forth in Seattle University's official **Bulletin of Information and Student Handbook**.

The following academic policies, as well as those policies and program requirements described elsewhere in this **Program Description**, apply specifically to the Matteo Ricci College-II student as additions and amendments to the policies set forth in the **Bulletin of Information and Student Handbook**.

**High School Diploma:** An MRC-II student will be awarded a high school diploma by Seattle Preparatory School only after he or she has completed (1) three academic quarters of residency in the MRC-II program, and (2) a minimum of thirty credit hours of MRC-II course work. In order to satisfy the residency requirement, the student must show "normal progress" through the three academic quarters.

**MRC-II Courses Designated "HUM":** MRC/HUM course requirements (totalling 60 credits) may not be fulfilled by regular course offerings at Seattle University except in those rare instances when a "substitute course" has been approved by an MRC-II adviser, or by courses/credits transferred from other institutions of higher education.



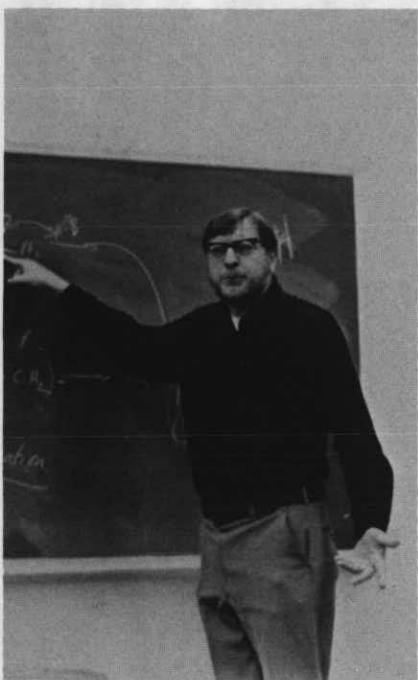
**Requirements for the Major:** All courses/credits necessary to fulfill the requirements for the MRC-II student's Major course of study must be taken at Seattle University.

**Credit/No Credit:** MRC-II students may exercise the Credit/No Credit option only with regard to those courses designated as option courses in the MRC degree program, and then only to a maximum of fifteen credits or six courses, whichever is first.

**Transferring Credits from Other Institutions:** In fulfilling MRC-II degree requirements, students may transfer from other institutions of higher education a maximum of fifteen credits, but only in fulfillment of "option course" requirements.

Courses/credits transferred into MRC-II must be approved, in writing, by an MRC-II adviser prior to the student's registering for the course(s) in question.

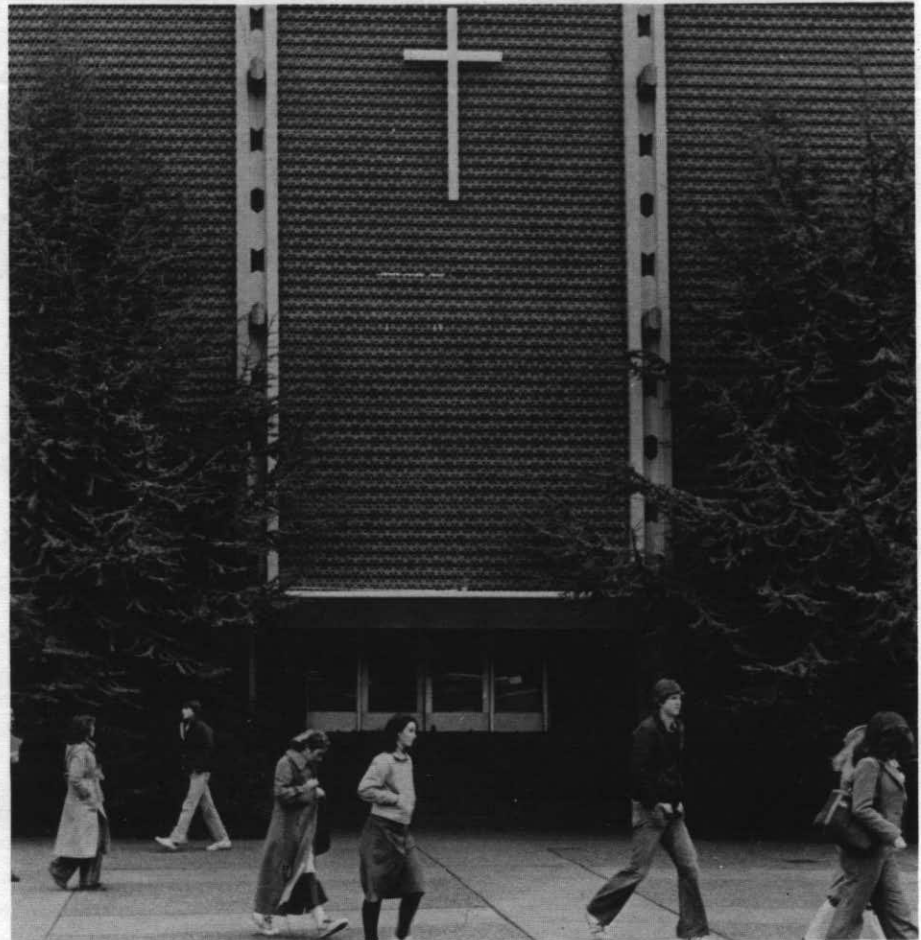
**Residency Requirement:** The final forty-five credit hours of the MRC-II degree requirements must be taken in residence at Seattle University.



**Transferring Out of Matteo Ricci College:** A student who has completed the MRC-I program may apply, as a junior-admit, to any regular undergraduate program at Seattle University. However, successful completion of the MRC-I program neither implies nor guarantees that the student will be admitted to any regular program at Seattle University. The applicant will be entirely subject to the admission requirements, including those pertaining to junior-admits, of the regular undergraduate program in question. Matteo Ricci College-II students may apply for a transfer to another college or school within the University according to the normal procedures described in the University's *Bulletin of Information*. However, it is highly unlikely that a student who has not previously qualified as a junior-admit will be accepted into another college or school prior to the successful completion of a full academic year in the MRC-II program.



# Administration, Faculty and Staff



MRC is a program of studies which bridges two independent, Jesuit institutions—Seattle Preparatory School and Seattle University. The President of Matteo Ricci College is responsible to the Board of Trustees for the educational direction, curriculum development and implementation, and policies of the six year program.

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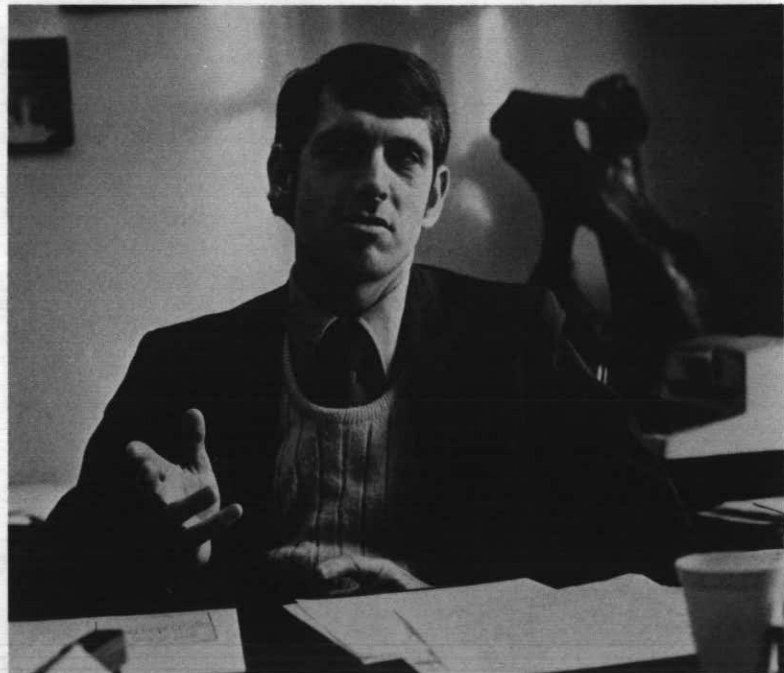
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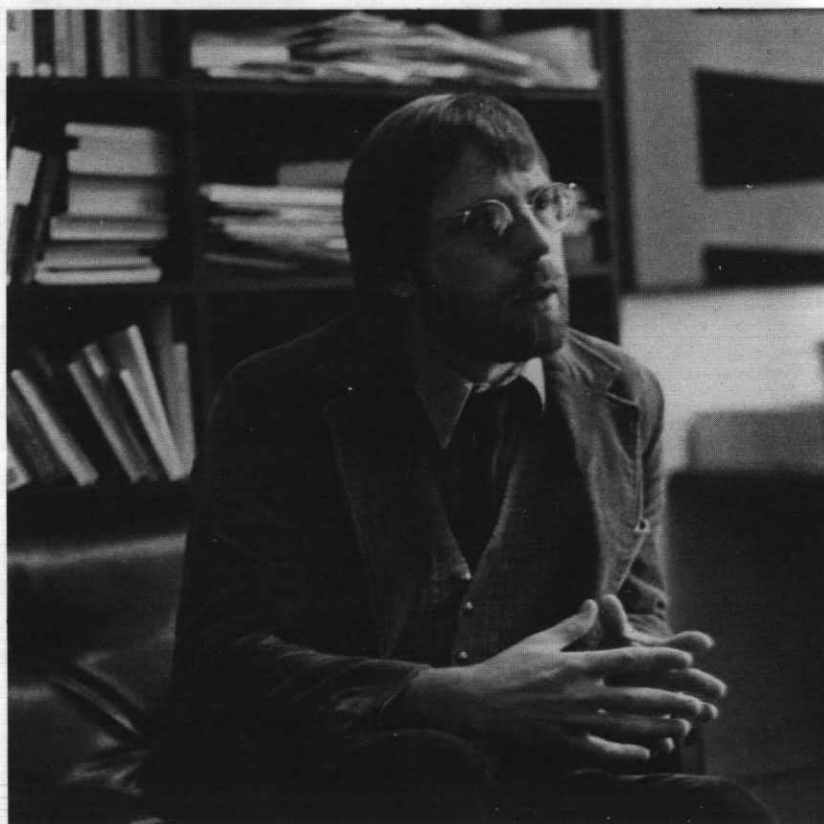
# Matteo Ricci College-II of Seattle University

## ADMINISTRATION

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Director

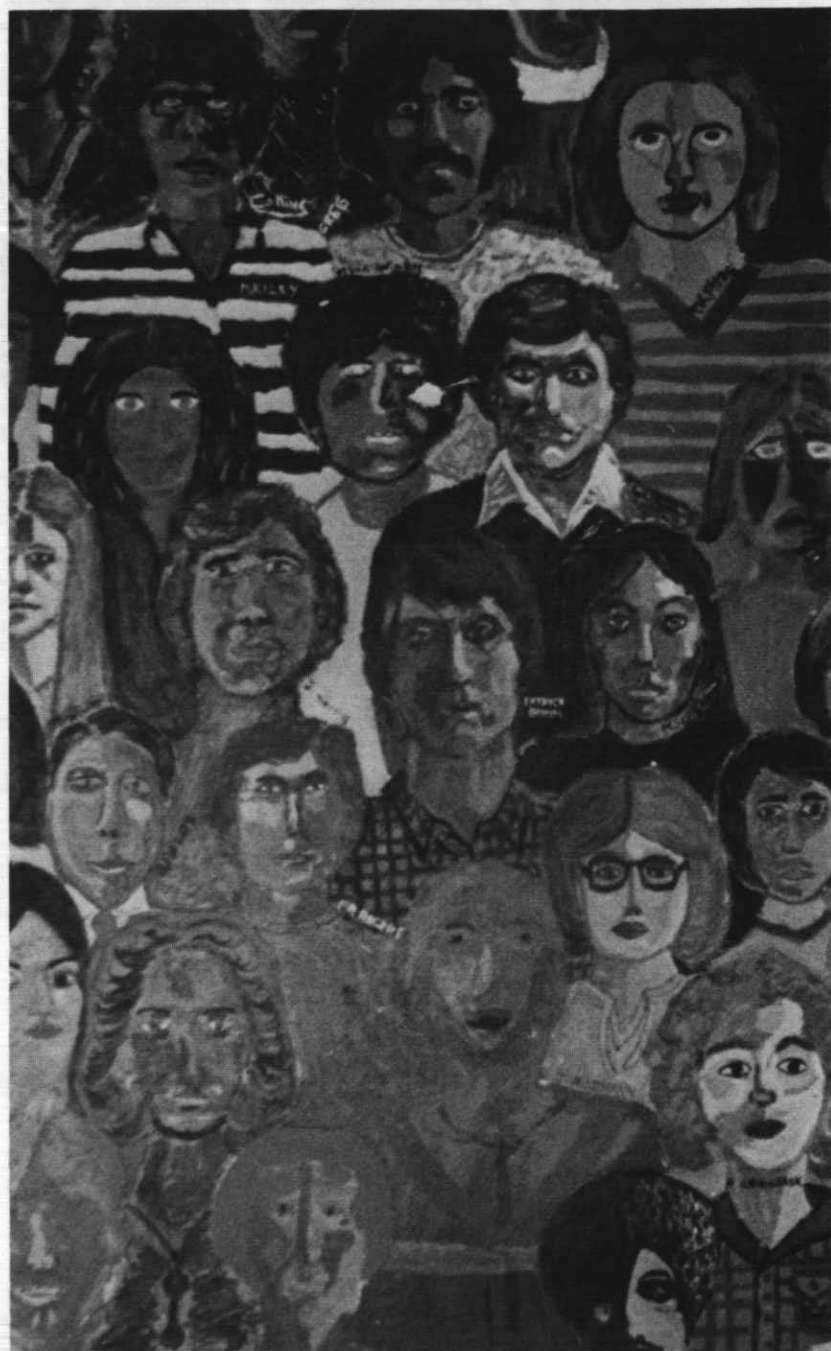
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## Seattle University Faculty in MRC-II Program

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MATTEO RICCI COLLEGE