

## Matteo Ricci College

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### Objectives

Matteo Ricci College seeks to develop students who shape their personal and social futures through responsible choices. The objectives of the program are to continue the harmonious development of students' cognitive, affective, and evaluative potential; bring students to a reflective consciousness of how they learn; and foster an inquiring, caring community of learners and teachers. Focusing on students' intellectual, aesthetic, emotional, ethical, and religious lives, the curriculum is designed to sharpen and test generalizable learning skills. Students exercise and develop verbal and non-verbal communication skills; develop specific skills, both in a broad range of traditional disciplines and in areas of specialization; and confront, through interdisciplinary investigation, problems, clarifying themes, and a variety of values. Students are aided in undergoing prescriptive self-assessment.

Matteo Ricci College has always been an "experimental college," a laboratory for curricular innovation, hence among its objectives is the continuing enterprise of creating new elective courses for the benefit of Seattle University as a whole. A related objective is to keep alive the student-centered pedagogy of the best of Jesuit education through small classes, an integral curriculum, and close attention to individual students.

Although many graduates have gone directly from Matteo Ricci College to promising career placements, humanistic education should be seen as pre-professional, not as terminal, education. Matteo Ricci College, consistent with the mission of Seattle University, seeks to develop first fully human persons who can then take the greatest possible advantage of their subsequent professional training and opportunities. In the specific case of students seeking the bachelor of arts in humanities for teaching, the objective of the college is to educate future teachers who will become inspirations to their own students, exemplars to their peers, and de facto missionaries of the wisdom in learning.

### Degrees Offered

Bachelor of Arts in Humanities (three-year degree)

Bachelor of Arts in Humanities for Teaching (four-year degree)

### Majors Offered

Humanities

Humanities for Teaching

### Bachelor of Arts in Humanities

The bachelor of arts in humanities (BAH) combines a broadly humanistic education with a specific focus on alleviating the harm and grief that come from socio-economic hardship and related ills in society. The BAH enables students to develop fully those specifically human skills necessary for success in most careers or professions. Many students combine their work toward a BAH with other course work in the life sciences, social sciences, nursing, engineering, business, et al, to complete two undergraduate degrees in four years. Other students move directly from the BAH to attractive opportunities in graduate schools

of law, public administration, etc. Still others take advantage of the year saved through the BAH to travel and/or study extensively abroad.

## Structure and Special Admissions Requirements

Traditionally, Matteo Ricci College at Seattle University has been the three-year university phase of an innovative program that coordinates and integrates high school and university level studies, enabling students to complete their high school and university education in six or seven years, rather than the traditional eight.

The Matteo Ricci College program was developed jointly by Seattle Preparatory School and Seattle University. That collaboration led, in 1975, to Seattle Prep's initial offering of the three-year high school phase and, in 1977, to Seattle University's initial offering of the three-year university phase. Access to Matteo Ricci College at Seattle University was restricted from the inception of the program through the 1988-89 academic year to students who had completed the three-year curriculum at Seattle Prep.

In the late 1980's and early 1990's, initial collaboration between Seattle University and five of the other seven local Catholic high schools led to academic partnerships, termed the Matteo Ricci College Consortium, that opened access to the bachelor of arts in humanities program to graduates of those schools. The focus of these partnerships is a bridge curriculum that is designed jointly by high school and university faculty and taught by the high school faculty on the high school campus. That curriculum can generate five or ten Seattle University credits, which may be applied toward a bachelor of arts in humanities degree or other Seattle University program requirements, or be transferred to other universities.

Beginning with the fall term of the 1989-1990 academic year, admissions to the Matteo Ricci College to study toward a bachelor of arts in humanities became available to the following students:

- Seattle Prep students who have successfully completed the appropriate three-year curriculum there and are recommended for advancement to Matteo Ricci College.
- Graduates of Seattle Prep who follow the three-year curriculum there with successful completion of a fourth year of study on the Prep campus.
- Graduates of Eastside Catholic High School, Forest Ridge School, Archbishop Murphy High School, John F. Kennedy Memorial High School, and O'Dea High School who: 1. meet the university's entrance requirements; 2. earn a grade of C (2.00) or higher in the jointly developed "bridge curriculum" offered at the high school campuses that generates Seattle University credits; and 3. receive recommendations from teachers involved in the bridge curriculum and from the high school administration.

## General Program Requirements (Policy 90-1)

All students are expected to make normal progress toward completing the required courses in sequence. They must maintain a cumulative academic grade point average of 2.00 or higher during the first year of the program and 2.25 during the remainder of the program. Students failing to meet these expectations will be placed on probation for up to two consecutive quarters, and thereafter are subject to dismissal from the College.

Peer advisors, overseen by the associate deans and the college administrator, serve as the principal advisors to all Matteo Ricci College students on academically related matters. No student in the College may register for any Seattle University course without first consulting, and receiving written permission from, a peer advisor or a dean. Students are required to seek additional advising from faculty with disciplinary expertise in the area of specialized studies selected (see Area of Concentration, below). Students who are contemplating studying for two degrees in four years are required to declare the second degree and be assigned an additional advisor from within that faculty as soon as possible.

## Bachelor of Arts in Humanities Major in Humanities

In order to earn the bachelor of arts in humanities through Matteo Ricci College, students must complete 135 quarter credits with a cumulative grade point average of 2.25, including the following:

<b>HUMT courses as shown below</b> .....	<b>60</b>
<b>Fine Arts</b> .....	<b>5</b>
<b>Mathematics</b> .....	<b>5</b>
<b>Laboratory Science</b> .....	<b>5</b>
<b>CISS 120: Poverty in America</b> .....	<b>5</b>
<b>Areas of Concentration (choose one):</b> .....	<b>40 to 45</b>
<b>Concentration in a single discipline (40)</b>	
<b>Concentration in a pre-professional area</b>	
(e.g., pre-medical, pre-dental, pre-law, business, engineering, etc.) (45)	
<b>Concentration in a coordinated split discipline (20/20)</b>	
<b>Electives approved by advisor or dean</b> .....	<b>10 to 20</b>

### Typical Sequencing of Courses

Year 1:

<b>HUMT 150 &amp; 180; 151&amp; 181; 152 &amp; 182</b> .....	<b>30</b>
<b>Requirements, e.g., CISS 120, or Area of Concentration</b> .....	<b>15</b>

Year 2:

<b>HUMT 301, 302, 380</b> .....	<b>15</b>
<b>Requirements, Area of Concentration, Electives</b> .....	<b>30</b>

Year 3:

<b>HUMT 400, 401 &amp; 402</b> .....	<b>15</b>
<b>Area of Concentration, Electives</b> .....	<b>30</b>

**NOTE:** 1. Only courses graded C- (1.7) or higher will fulfill the HUMT requirements scheduled for the HUMT 150 and 180 series. Only those graded C (2.00) or higher will be accepted in fulfillment of all other humanities courses. 2. Matteo Ricci College students who have successfully completed an area of concentration may apply the credits earned toward a second baccalaureate degree in certain major fields of study, subject to the approval of the appropriate school, and the university regulation of 45 minimum additional credits for a second baccalaureate degree. Of these additional 45 credits, at least 30 must be completed in the subject of the second degree regardless of the credits already completed in the Matteo Ricci College area of concentration. 3. The curriculum for students entering Matteo Ricci College from schools other than Seattle Prep will vary only slightly from the requirements listed above, depending on the content of the respective school's bridge curriculum. Students entering Matteo Ricci College from the consortium schools must earn 135 credits beyond what was earned in the bridge curriculum on the high school campus.

## Bachelor of Arts in Humanities for Teaching

The bachelor of arts in humanities for teaching (BAHT) should be understood as a "pre-teaching" degree analogous to a "pre-law" or "pre-med" curriculum: a degree intended to give the best possible undergraduate preparation for subsequent professional training in a graduate school of education. The BAHT builds on the basic humanistic course work that is the hallmark of Matteo Ricci College but also adds two

key elements: (1) course work and co-curricular activities designed and taught in collaboration with the Seattle University College of Education to provide optimal foundations and perspectives, theoretical and experiential, for those who plan to attend graduate school to become teachers in the K-12 schools; and (2) sophisticated individual advising to assure that students who will be seeking admission to a graduate school of education for teacher-training and certification have already completed, as undergraduates, the course work in specific academic disciplines to qualify them ideally for subject area endorsements (i.e., legal authority to teach particular subjects in the state or states of their choice once they have earned a teacher's certificate through a master's level program at Seattle University or elsewhere). Thus, students preparing for the BAHT will be guided in taking advantage of the rich breadth of courses available throughout Seattle University so as to maximize their subsequent attractiveness first to graduate schools of education and then to school districts, as well as to make them excellent teachers and effective leaders within their communities. For those students who might ultimately decide not to pursue teaching as a career, the BAHT offers a broad training in the liberal arts, which should serve the student well in many professions and vocations.

## Structure and Admissions Requirements

The program leading to the bachelor of arts in humanities for teaching (BAHT) is designed and taught in collaboration with the Seattle University College of Education, a graduate school. The BAHT is a "cohort program"; that is, students are only admitted to the program as freshmen through the normal process administered through the Seattle University Office of Undergraduate Admissions. Thereafter, students follow a prescribed sequence of required courses (see below). Students will also have ample opportunities to undertake study in one or more "areas for endorsement" so as to fulfill the specific subject area requirements to be allowed to teach specific subjects in an elementary, middle, or secondary school. This degree does not itself confer a teaching credential of any kind. Rather, it is an optimal academic preparation for someone who intends to obtain a credential through a master's degree in teaching or other graduate-level program, or even through the alternative certification programs offered in some states. Apart from the sequences of required courses, students' individual programs of study may vary widely depending on the grade level and the specific subject areas in which they intend to teach.

## Guaranteed Preferred Admission to the Master in Teaching Program of the Seattle University College of Education

Students who complete the BAHT with a grade point average of 3.0 or better, and who also meet the general admissions requirements of the Seattle University College of Education, are guaranteed a preferred status in applying for admission to the Master in Teaching (MIT) program. This preferred status is valid for up to three academic years following completion of the BAHT, to permit the student a period of employment, foreign study, other specialized study, etc. Students interested in pursuing this path should contact directly the Seattle University College of Education regarding forms, deadlines, and any intervening changes to their general requirements, which at present are as follows:

- A cumulative grade point average of 3.00.
- A passing score on the Washington State Basic Skills Test (a requirement for eventual teacher certification).
- A passing score on the Washington State Content Test in the student's intended area(s) of endorsement (also a requirement for eventual teacher certification).
- Two letters of recommendation, preferably from people who can assess the applicant's work with young people and/or from the applicant's professors or cooperating teachers in HUMT 271-272 or HUMT 273-274.

- Satisfactory completion of a primary teaching subject area endorsement form outlining the courses taken or to be taken to meet state endorsement requirements for elementary or secondary teaching. This form must be provisionally approved by the Seattle University MIT program.
- The completion of an endorsement plan under the guidance of an MIT advisor.
- An autobiographical statement.
- A writing sample.
- An interview with faculty from the Seattle University MIT program.

The decision to admit a student to the MIT program is entirely at the discretion of the College of Education. Students who may not meet the requirements for preferred admission status at the Seattle University College of Education are nonetheless likely to be strong candidates for admission through the normal admissions process at other graduate schools of education. They may also reapply to the Seattle University MIT program. Students who do not pass the skills and content tests may nonetheless earn the BAHT degree.

## Program Requirements

Students are expected to make normal progress toward completing the required courses in sequence. They must always maintain a cumulative academic grade point average of 2.50 or higher. Students failing to meet these expectations will be placed on probation for two quarters and thereafter are subject to dismissal from the College. Only courses graded C- (1.7) or higher will fulfill the HUMT requirements scheduled for the HUMT 150 and 180 series. Only those graded C (2.0) or higher will be accepted in fulfillment of all other humanities courses.

Each student is closely advised by a Matteo Ricci College BAHT advisor who is conversant with the endorsement and credential requirements in the various states, as well as with the preferences of graduate schools and school districts as they evaluate candidates. No student may register for any Seattle University course without consulting, and receiving written permission from, an advisor or a dean. Students are required to seek additional informal advice from faculty in their areas of prospective endorsement. Further, appropriate personnel of the Seattle University College of Education meet regularly with BAHT students as a group and individually as needed.

## Bachelor of Arts in Humanities for Teaching Major in Humanities for Teaching

In order to earn the bachelor of arts in humanities for teaching through Matteo Ricci College, students must complete 180 quarter credits, with a cumulative grade point average of 2.50, including the following:

<b>HUMT courses as shown below</b> .....	<b>89</b>
<b>Laboratory Science</b> .....	<b>5</b>
<b>CISS 120: Poverty in America</b> .....	<b>5</b>
<b>Mathematics</b> .....	<b>5</b>
<b>Courses pursuant to endorsement(s)</b> .....	<b>20 to 40</b>
<b>Courses to develop ancillary skills</b> .....	<b>36 to 56</b>

Course work ancillary to the area(s) of endorsement might include public speaking, acting, courses on citizenship, courses on world cultures, on race and ethnicity, economics, drama, independent studies, etc., depending on the individual student.

## Typical Sequencing of Courses

### Year 1:

HUMT 150 & 180; 151 & 181; 152, 171, 182, 161, 162, 163 ..... 39

Other ..... 10

### Year 2:

HUMT 271-272 or 273-274, 301, 302 ..... 20

CISS 120: Poverty in America ..... 5

Other ..... 20

### Year 3:

HUMT 371, 372, 380 ..... 15

Other ..... 30

### Year 4:

HUMT 400, 471, 472 ..... 15

Other ..... 30

## Program Supplements

### On-going contact with faculty from the Seattle University College of Education

Students meet informally from time to time with professors of education to assure a sense of welcome and encouragement and an open channel for adventitious communication. Although Matteo Ricci College meets fully the advising needs of its students, the availability of advice from the graduate faculty in the College of Education is an important asset of the program.

### Practice Exams

Students are encouraged to take mock content examinations in their subject areas of intended endorsement and to form study groups to analyze their results on particular questions in order to develop test-taking strategies. Students with low scores are referred on a timely basis for appropriate tutorial help.

## Matteo Ricci College Humanities Courses

Humanities 150, 151, 152, 161, 162, 163, 180, 181, 182, 271, 272, 273, 274, 401, and 402 are open to Matteo Ricci College students only. Humanities 301, 302, 380, and 400 are normally cross-listed with collaborating departments and are open to any student in the university to the extent that space is available. Students enrolling in Humanities 171, 371, 372, 471, and 472 must have been admitted to the BAHT degree program or have written permission from the dean of Matteo Ricci College; students not enrolled for the BAHT degree will be welcomed on a space-available basis. In some cases prerequisites may be waived for students not enrolled for the BAHT degree.

**HUMT 150                    Composition: Language and Thought ..... 5**

Study and practice in the arts of rhetoric: structuring arguments, controlling word-choice, sentences, paragraphs, and essays, to produce clear, convincing writing.

**HUMT 151                    Composition: Language and the Arts ..... 5**

Interdisciplinary study of artistic composition in a variety of art forms, with emphasis upon, and practice in, literary composition.

<b>HUMT 152</b>	<b>Logic, Ethics, and Discernment</b> .....	<b>5</b>
An introduction to the methods, analytical powers, and limitations of (1) formal and informal logic, (2) ethics as a largely secular discourse, and (3) discernment as a more personal ethical guide.		
<b>HUMT 161</b>	<b>Humanities: Introduction to Tutoring</b> .....	<b>2</b>
<b>HUMT 162</b>	<b>Humanities: Introduction to Tutoring</b> .....	<b>1</b>
<b>HUMT 163</b>	<b>Humanities: Introduction to Tutoring</b> .....	<b>1</b>
A three-quarter theoretical and practical introduction to tutoring K-8 students. Supervised practicum in local schools. CR/F grading mandatory.		
<b>HUMT 171</b>	<b>Proseminar: Humanistic Foundations of Education</b> .....	<b>5</b>
The writings of great thinkers on educational ideas, e.g., Plato, Quintillian, St. Augustine, the Renaissance Humanists, St. Ignatius, Locke, Rousseau, Piaget, Montessori, et. al. Lectures, discussion, presentations, writing. Prerequisites: HUMT 150, 180, 181; concurrent enrollment in HUMT 182.		
<b>HUMT 180</b>	<b>Socio-Cultural Transformations I</b> .....	<b>5</b>
<b>HUMT 181</b>	<b>Socio-Cultural Transformations II</b> .....	<b>5</b>
<b>HUMT 182</b>	<b>Socio-Cultural Transformations III</b> .....	<b>5</b>
A three-quarter, interdisciplinary study of the evolution of major systems of meaning and value in Western civilization and the social expressions of these systems; emphasis on analysis of social and cultural phenomena and on interpretation of the personal and communal significance of cultural change in the past.		
<b>HUMT 221</b>	<b>Women in Popular Culture</b> .....	<b>3 to 5</b>
How women's roles and images have interacted in U.S. popular culture: path-breaking leaders, social movements, women's lives.		
<b>HUMT 271</b>	<b>Seminar on Elementary Education</b> .....	<b>5</b>
<b>HUMT 272</b>	<b>Supervised Internship in Elementary Education</b> .....	<b>5</b>
HUMT 271 and 272 are linked courses and must be taken concurrently. Internship as a teacher's aide in an elementary school, coordinated with readings in related educational practice and problems; discussion, presentations, writing. Prerequisite: HUMT 171.		
<b>HUMT 273</b>	<b>Seminar on Secondary Education</b> .....	<b>5</b>
<b>HUMT 274</b>	<b>Supervised Internship in Secondary Education</b> .....	<b>5</b>
Equivalent to HUMT 271-272 for secondary education. Prerequisite: HUMT 171.		
<b>HUMT 291-293</b>	<b>Special Topics</b> .....	<b>1 to 5</b>
<b>HUMT 296</b>	<b>Directed Study</b> .....	<b>1 to 5</b>
<b>HUMT 301</b>	<b>Perspectives on the Person I</b> .....	<b>5</b>
<b>HUMT 302</b>	<b>Perspectives on the Person II</b> .....	<b>5</b>
Reflective and critical examination of the structures of experience which define and shape human reality from philosophical, theological, psychological, and literary perspectives; emphasis on understanding of self and on appropriation of a religiously grounded sense of care and responsibility at both individual and social levels.		
<b>HUMT 320</b>	<b>Acting for Future Teachers</b> .....	<b>5</b>
Introduction to children's theater and to principles of acting; transforming stories into theater; developing stage presence; the everyday classroom as a stage; producing plays for children. Reading, writing, discussion, acting, in schools and in public.		

<b>HUMT 321</b>	<b>Cartooning for Future Teachers</b> .....	<b>2 to 3</b>
Introduction to quick comic cartooning to gain and hold students' attention and to teach graphically. Shaping ideas into simple-to-comprehend pictures. Visual representation of everyday objects and emotions.		
<b>HUMT 371</b>	<b>Education and the Polity</b> .....	<b>5</b>
The changing roles of schools within society; the public debates surrounding those roles: ethical, political, and practical issues. Discussion, writing, and presentations. Prerequisites: HUMT 271-272 or 273-274 or permission of the dean.		
<b>HUMT 372</b>	<b>Leadership and Teaching</b> .....	<b>5</b>
Diverse ways of leadership, including particularly from positions apart from office and title. Local leaders meet with students to share their own experiences. Examination of the teacher's multiple roles as a leader. Reflective writing and practical exercises; presentations. Prerequisite: HUMT 271-272 or 273-274 or permission of the dean.		
<b>HUMT 380</b>	<b>Cultural Interface</b> .....	<b>5</b>
Interdisciplinary study of a contemporary "foreign" nation or culture in Asia, Africa, Latin America, or the Middle East. Emphasis on the intellectual, religious, historical, and economic roots of the culture. An attempt to move beyond the study of aggregates to know how individuals live and feel.		
<b>HUMT 391-393</b>	<b>Special Topics</b> .....	<b>1 to 5</b>
<b>HUMT 396</b>	<b>Directed Study</b> .....	<b>1 to 5</b>
<b>HUMT 400</b>	<b>Matteo Ricci College Seminars on Contemporary Problems</b> .....	<b>5</b>
Seminars that engage students in social and cultural issues of the contemporary world, with special attention to local expressions of these issues. Emphasis on relationships among empirical data and the search for the normative and the ideal; attention to acquiring the additional knowledge, skills, and sensibilities required for successful completion of a comprehensive project in the Matteo Ricci College capstone courses, HUMT 401 and 402.		
<b>HUMT 401</b>	<b>Matteo Ricci College Capstone Course I</b> .....	<b>5</b>
<b>HUMT 402</b>	<b>Matteo Ricci College Capstone Course II</b> .....	<b>5</b>
A two-quarter sequence, a project-based seminar that integrates and culminates the bachelor of arts in humanities. Content features: empirical research on a social problem of choice; linking of empirical findings to public policy contexts; ethical critique and/or defense of decisions or positions taken. Pedagogical format: student teams instructed and guided by a team of faculty mentors.		
<b>HUMT 471</b>	<b>Jesuit Education</b> .....	<b>5</b>
The origins and principles of Jesuit education, St. Ignatius to the present. Purposes and perspectives of specific techniques, extra-curricular activities, public service, concern for the poor and the marginalized. Prerequisites: HUMT 271-272 or HUMT 273-274 or permission of the dean.		
<b>HUMT 472</b>	<b>Jesuit Education Practicum</b> .....	<b>5</b>
Students are placed in public and private K-12 classrooms where their assignments vary. Students meet in seminar to consider, in the light of practice and experience, the principles of Jesuit Education learned in HUMT 471. Prerequisite: HUMT 471.		
<b>HUMT 480-483</b>	<b>Interdisciplinary Core Course</b> .....	<b>3 to 5</b>
Title and content vary.		
<b>HUMT 491-493</b>	<b>Special Topics</b> .....	<b>1 to 5</b>
<b>HUMT 496</b>	<b>Independent Study</b> .....	<b>1 to 5</b>