

**THE CHRISTIAN CATHOLIC TEACHER**  
**DOCUMENTS OF VATICAN II, 1963-1965, ROME**  
**EDUCATION: TEACHERS**

*“Beautiful therefore, and truly solemn is the vocation of all those who assist parents in fulfilling their tasks and who represent human society as well, by undertaking the role of school teacher. This calling requires extraordinary qualities of mind and heart, extremely careful preparation, and a constant readiness to begin anew and to adapt the old...”*

[Chapman, Geoffrey. London, 1967: 643-644]



## INTRODUCTION

*Greetings to you all*

*We welcome you to Corpus Christi College on behalf of His Grace The Most Reverend Dr Peter Loy Chong, Archbishop of Suva and Head of the Catholic Church in Fiji.*

*Bishop Victor Foley, the Founding father of Corpus Christi College, envisioned that the college would prepare young men and women for the service of expressing by word the teachings of the Church and to pass on by example the practice of faith. This service by Catholic teachers helps the children's holistic growth and assists parents fulfill their responsibility as the first teachers of the faith and moral and religious practice to their children. Only Catholic Teachers can provide this service to our children in schools.*

The Catholic Church believes that teaching is a vocation of highest importance which requires special qualities of mind and heart, most careful preparation and a constant readiness to accept new ideas while adapting the old. Teachers should be prepared for their work with special care having the appropriate qualifications and adequate learning both religious and secular. They should be skilled in the art of education in accordance with the discoveries of both the past and modern eras. Possessed by charity both towards each other and towards their pupils, and inspired by an apostolic spirit, they should bear testimony by their lives and their teaching to the one teacher who is Jesus Christ.

*The College will seek to indulge you the teacher trainees to assist each other take responsibility for your education and growth in terms of personal achievements and development, to seek out the best and highest possible academic standards and also to view education as an on-going process that does not end at graduation.*

*This handbook makes an attempt to guide you in our community living and learning at the College. It assumes that members of the college community are responsible and where this handbook is silent, members will still act in a mature and responsible manner and endeavor always to do what is right and just.*

*Wishing you all a meaningful and fruitful time at the college*



**Remesio Rogovakalali**  
**Principal**

## VISION STATEMENT

*Corpus Christi Teachers College is a faith community centred in Christ and inspired by the values of the Gospel in a spirit of cooperation where students are prepared spiritually and professionally to teach Primary school children in our modern-day society.*

## MISSION STATEMENT

*The Mission of the Catholic Church is evangelization according to the mandate given by Jesus who instructed His disciples to go out to the entire world and tell the Good News. (Mark 16:15)*

## 2018 ACADEMIC CALENDAR

<b>DATE</b>	<b>DAY</b>	<b>DETAILS</b>
<b>January 1</b>	<b>Sunday</b>	<b>New Year's Day</b>
<b>15</b>	<b>Monday</b>	<b>School term Begins</b>
<b>29</b>	<b>Monday</b>	<b>Staff Week begins</b>
<b>February 5</b>	<b>Monday</b>	<b>Students orientation</b>
<b>11</b>	<b>Sunday</b>	<b>Boarders to be in Hostel</b>
<b>12</b>	<b>Monday</b>	<b>College Year Begins</b>
<b>March 29</b>	<b>Thursday</b>	<b>Holy Thursday</b>
<b>30</b>	<b>Friday</b>	<b>Good Friday</b>
<b>31</b>	<b>Saturday</b>	<b>Easter Saturday</b>
<b>April 2</b>	<b>Monday</b>	<b>Easter Monday</b>
<b>9</b>	<b>Monday</b>	<b>Mid Semester Break</b>
<b>20</b>	<b>Friday</b>	<b>Schools Term ends</b>
<b>May 7</b>	<b>Monday</b>	<b>Schools Term 2 begins</b>
<b>10</b>	<b>Thursday</b>	<b>Ascension – Church Holiday</b>
<b>28</b>	<b>Monday</b>	<b>Study Week</b>
<b>31</b>	<b>Thursday</b>	<b>Feast of Corpus Christi ( College Feast Day)</b>
<b>June 4</b>	<b>Monday</b>	<b>Exam Week</b>
<b>8</b>	<b>Friday</b>	<b>Feast of the Sacred Heart of Jesus</b>
<b>11</b>	<b>Monday</b>	<b>Semester Break 1</b>
<b>18</b>	<b>Monday</b>	<b>Semester Break 2</b>
<b>25</b>	<b>Monday</b>	<b>Teaching Practice Prep 1</b>
<b>29</b>	<b>Friday</b>	<b>National Sports Day –Public Holiday</b>

<b>July 2</b>	<b>Monday</b>	<b>TP Prep 2</b>
<b>9</b>	<b>Monday</b>	<b>Teaching Practice 1</b>
<b>16</b>	<b>Monday</b>	<b>Teaching Practice 2</b>
<b>23</b>	<b>Monday</b>	<b>Teaching Practice 3</b>
<b>30</b>	<b>Monday</b>	<b>Break 1</b>
<b>August 6</b>	<b>Monday</b>	<b>Semester 2 begins</b>
<b>10</b>	<b>Friday</b>	<b>School Term 2 ends</b>
<b>15</b>	<b>Wednesday</b>	<b>Assumption of Our Lady – Church holiday</b>
<b>27</b>	<b>Monday</b>	<b>School Term 3 begins</b>
<b>September 7</b>	<b>Friday</b>	<b>Public Holiday Constitution Day</b>
<b>October 10</b>	<b>Wednesday</b>	<b>Public Holiday Fiji Day</b>
<b>November 1</b>	<b>Thursday</b>	<b>All Saints Day Church holiday</b>
<b>5</b>	<b>Monday</b>	<b>Study Week</b>
<b>7</b>	<b>Wednesday</b>	<b>Diwali Public Holiday</b>
<b>12</b>	<b>Monday</b>	<b>Exam Week</b>
<b>19</b>	<b>Monday</b>	<b>Prophet Mohammed’s Birthday P Holiday</b>
<b>22</b>	<b>Thursday</b>	<b>College Graduation</b>
<b>23</b>	<b>Friday</b>	<b>School Term 3 ends – College ends</b>
<b>December 7</b>	<b>Friday</b>	<b>College is Closed for business</b>
<b>25</b>	<b>Tuesday</b>	<b>Christmas</b>
<b>26</b>	<b>Wednesday</b>	<b>Boxing Day</b>

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## **MOTTO: CENTRED IN CHRIST**



The College motto is presented in the form of a shield depicting two islands and the steering wheel of a ship above the ocean between two islands. Above the wheel is a star.

The islands represent the islands we come from. We are people of the islands. The Ocean in between the two islands is rough. In trying to sail from one island to another, or from one stage in life to another we will meet hardship, anxiety, frustration and fear. Our work is shored into ministry.

In the centre of the motto is the ship's steering wheel. This wheel is a vital part of a ship. We are in this ship being steered by this wheel towards our destiny. The wheel is made up of many spokes. The spokes represent each one of us. The spokes are joined to a smaller wheel in the center, called the hub which keeps the spokes in their proper place giving the whole wheel strength, solidity and direction. The hub represents Christ.

Joining the spokes to each other and to the hub is another circular band. This band represents our love of Christ for each one of us. It portrays our unity through baptism, our love for Christ and for each other; and our dependence on Him and on each other to make the wheel effective, efficient and trustworthy.

The star represents Our Lady, Star of the Sea. She watches over us, guides us and gives us comfort and well being throughout our lives.

The words "Centered in Christ" invite us to centre our lives in Christ. For it is only Through Him, With Him and In Him are we able to move, live and have our being. Our motto reminds us that only with Christ in our lives will all that we do have lasting meaning.

## **GOALS**

Corpus Christi Teachers College aims to:

- Enrich the personal faith of the students through in-depth teaching of Catholic doctrine, Scripture and Liturgy
- Provide opportunities for the integral development of the students' potentials through the use of available resources.
- Establish opportunities for dialogue between students and staff.
- Use all opportunities for students to work together as a team; communicating and sharing with and supporting each other.

- Provide quality education through its Diploma in Primary Education and Certificate in Religious Education.
- Maintain high academic standards.
- Disseminate information and develop strategies for the promotion of Christian moral standards of self-discipline with regard to drugs and substance abuse, alcohol and sex.
- Advocate respect for each other and all other members of the College community; for the property of others and the College.

### **OBJECTIVES**

Corpus Christi Teachers College is dedicated to:

- Graduating competent and professionally trained primary school teachers with a Diploma in Primary Education and the Certificate in Religious Education.
- Instilling in each student a sense of vocation in his/her ministry for the Church as a Catholic Teacher.
- Providing a solid formation in Catholic Doctrine, Scripture and Liturgy and in the use of the skills and techniques in contemporary catechesis.
- Cultivating and promoting the indigenous culture of the students including the vernacular and respect for the culture of others.
- Fostering the talents of the students in creative arts; making provision for the release of imaginative energy and encouraging them to take risks in becoming innovative and stimulating teachers.
- Nurturing in the student teachers a desire for further studies and ongoing formation.
- Creating an environment for developing leadership skills.
- Raising the students to an understanding of and a free commitment to the personal life-style the Church expects of her teachers.
- Developing in the students a sincere love for all children without prejudice for their background, upbringing, race, creed, economic status and mental and physical health.
- Providing the students with an introductory understanding of the Ministry of Education's organizational structure, policies and management system.

## STAFFING

### Academic

- Lecturer/Administrator – **REMESIO ROGOVAKALALI**, Cert in Teaching, Primary & Jun Secondary, (CCTC) Cert in Law, B Ed ( USP) MA in EDU, Certificate in Management (Reading UK)
- Lecturer, Education, Vice Principal – **MAKELESI VINAU**, Cert. Teaching, (CCTC), Bed Primary USP, PGD Dip. USP, Masters in Education (USP)
- Lecturer, English and Education, **Dean of Studies, KALARA LIKUSENIUA** , Cert. Teaching (CCTC), Cert in teaching in Junior Sec, Bed (USP), Post Grad Dip Ed (USP), MA in Ed (USP)
- Lecturer, Mathematics Education – **MARGARET PAULO**, Primary Teachers Cert (CCTC), Junior/Secondary Teachers Cert (CCTC), Bed (USP)
- Lecturer, Religious Education – **PUSHPA ARJUN**, Cert. Teaching (CCTC) MASTERS IN THEOLOGY ,ATENEO DE DAVAO,PHILIPPINES .
- Lecturer in Religious Education - **REV. FR KEVIN MCGUIRE SM B.SC** (Canterbury NZ)
  - Lecturer , Fijian Language - **MRS VERONIKA TABUA** BA Lit & Lang & Pacific Vernacular Lang USP, Post Grad Dip Ed (USP), Masters in Education (USP)
  - Lecturer, English Language – **MRS MAHARAJ KUMARI BHINDI TESL**, Dip Pac Languages (Hindi), B Ed Sec, Med, PGD in Tertiary Teaching (USP)
  - Lecturer, Religious Education & Social Science – **MRS MARIA VIANNY BA** Geog & Education, PGD in Development Studies
  - Lecturer, Science Education – **MR KUSITINO NATUTUSAU** B Ed, Cert in teaching
- Lecturer, Physical Education & Healthy Living – **MR. TEVITA NAWAMEA** Teaching Certificate in Primary, Dip PEMAC, BED Technical & Vocational (FNU) Post Grad Dip Ed (USP)
- Lecturer, Special Education – **MR. KITIONE RAVULO** Cert in Teaching BEd, GDip in SE, MA in SE (USP)
- Lecturer, Music – **MRS MELAIYA TAGICAKI** Dip in Music, USP

### Administration

- Principal - **MR. REMESIO ROGOVAKALALI**
- Spiritual Director and Chaplain – **REV.FR. KEVIN MCGUIRE**
- Bursar/ Finance Manager – **MRS ISABELLA WHIPPY**
- Secretary –**MRS. ESETA RABALE**
- Clerical Officer 1 –**MS. ANASIMECI RAICAVU**
- Information Technology Technician- **Mr. LORIMA WAQASAQA**
- Library Assistant – **MRS. TIMAIMA ADILELE**
- Student Services Officer – **MR. LORIMA WAQASAQA**
- Hostel Coordinator (Women) – **SR MARIA SALOME & SR SEREANA**



- Hostel Coordinator (Men) – **MR PETERO KUBUNAVANUA**
- Head of Catering - **MR TEVITA VUETAKI**
- Catering staff 1 – **MRS IOWANA MARIA**
- Handyman - **MR LEONE TALEIMAIGAU**
- Gardener/Grounds men-(x2) **MR LEONE TUKUNIA , MR SAM SINCLAIR**
- Cleaner and Catering staff - **MRS VITALINA MASIKAU**

## **COLLEGE GOVERNANCE**

### **Corpus Christi Teachers College Advisory Board**

The Corpus Christi Advisory Board makes recommendations to the Archbishop on policies and directions for excellence in Catholic teacher education at CCTC and assists in their implementation.

### **Principal**

The Principal is appointed by the Archbishop of Suva and works in consultation with the Catholic Education Board. The Principal is administrator and manager of the College and oversees all academic, administrative, financial and religious issues associated with the College. The Principal is also expected to lecture in his subject area of expertise.

### **Faculty**

The Faculty consists of lecturers teaching academic subjects of the curriculum of the Fiji Ministry of Education with educational qualifications equivalent to or comparable with Fiji Government institutions, namely, the Fiji National University, previously Lautoka Teachers' College and the Fiji College of Advanced Education).

Lecturers in Religious Education hold requisite experience and/or qualifications as approved by the Principal.

### **Semester Structure**

\*The College follows two semesters of 16 weeks per semester. There are 28 weeks of lectures interspersed with appropriate breaks. Teaching practice takes place within the Ministry of Education's school terms.

\*Mid-semester breaks are held mid-way in each semester.

### **Lectures**

Six lecture periods of 50 minutes each are timetabled for each day commencing at 8.30am and ending at 4.00pm. However, students are to be in their

classrooms by 8:00am for formation and class preparations. Lecture hours are as follows:

Lecture 1: 8.30am-9.20	Lecture 4: 12.00pm -12.50
Lecture 2: 9.30- 10.20	Lunch: 1.00-2.00
Morning tea break: 10.30- 10.50	Lecture 5: 2.00 -2.50
Lecture 3: 11.00-11.50	Lecture 6: 3.00- 3.50

### **COURSE DESCRIPTIONS**

#### ***ED111 Teaching and Classroom Management I***

This course introduces the student to professional attitudes, understandings and skills. The focus is on the teacher as the decision-maker employing a reflective and self analytical approach. Micro-skills of teaching, classroom communication, effective management, the process of planning learning segments, and the fostering of an effective learning environment are some of the specific areas included.

#### ***ED232 Teaching and Classroom Management II***

This course builds on skills, attitudes and understandings introduced in ED111 Teaching and Classroom Management I, and further develops students' repertoire of pedagogical skills by enhancing their knowledge of and skills in multi-class teaching.

#### ***ED243 Teaching for Special Needs***

This course introduces students to current philosophies and principles of normalization and integration of people with disabilities. It also helps them meet the challenge of inclusion where children with disabilities, learning difficulties and behavior problems are integrated into one regular classroom. Class based assessment, instructional programming and motivational strategies to encourage effective learning for all children including children with special needs is emphasized. Support services within class and the school and in the community to help teachers to successfully include children with special needs is also addressed.

#### ***ED244 Education and Society***

This course introduces the second year students to a broader study of Education as a field of knowledge. It will help them understand contemporary educational policy and practice by applying major sociological perspectives to the social and cultural factors impacting on schools. Students will have the opportunity to relate sociological theory to decision making concerning social

and educational change that they may experience and initiate both as teachers and as citizens.

### ***ED365 Assessing Pupil Performance***

This course examines ways of monitoring pupils' performance in schools. It looks at the advantages and the disadvantages of the different forms of assessment and helps students to identify appropriate methods for measuring a particular performance. Emphasis is also given to planning, devising and analyzing tests and exams. Students are introduced to item analysis using difficulty and discriminative indexes as well as how to construct good clear questions. Using statistics to analyze and how to interpret and report results are also important components of this course.

### ***PS111 Issues in Childhood and Adolescence***

This course introduces the student to ways of thinking about and understanding children's development. From the perspective of life-span development, emphasis will be placed on those stages and themes of greatest relevance to the primary school years.

### ***LL111 Communication and Study Skills***

This course aims to assist students to improve and extend their study skills in English in order to participate more effectively in the teaching and learning process. Students identify their own needs and areas of weakness in the basic skills of academic reading, writing, speaking, listening and note-taking and develop strategies for improving their performance in exercising these skills in an academic environment.

### ***LL242 English Language and Literacy 1***

This course aims to introduce students to a socio-cultural view of language and literacy and an understanding of key principles and practices that underpin effective English language teaching and learning in a primary classroom. It will examine the psychological and sociological factors influencing language and literacy learning. The course will also study the language and literacy processes of listening, speaking, reading, writing, viewing and visual representation. In addition it will explain language and literacy usage as functions of children's communication needs. Furthermore it will look at the current theories of reading and writing instructions, as well as discuss the current primary school literature.

### ***LL353 English Language and Literacy II***

This course focuses on the learning and teaching of listening, speaking, reading, writing and viewing in the middle and upper primary classes. Students will extend their study of a range of literary, non-literary and media texts and ways

of using such texts as one basis for planning English language programs. Students will undertake further studies of practices for promoting and monitoring children's composing and comprehending of spoken and written language.

### ***LL234 Fijian Language and Literacy I***

Me ra vakavulici taumada e na nodra kila na vosa vaka-Viti raraba, (vosa vaka-Bau) ka me vakarawarawataka na veituberi e na vuli wiliivola, veitalanoa, kei na nodra vola e so na i talanoa leleka. Me vakarawarawataka tale ga na nodra vulica na serekali, sere vata kei na meke.

Na nodra vakayarayarataki na vulica na vosa vaka-Viti raraba oqo, baleta ni ko Viti e levu tu kina na veimataqali vosa ni sucu, ko ya na nodra dui vosa ni vanua ka dau dredre sara me ra kila totolo na vosataka vakavinaka. Ni ra sa kila vinaka na vosa vaka-Viti raraba oqori sa na qai taladrodro kina na nodra vosataka ka rawarawa tale ga na nodra vola kei na wilika.

E dua na ka me tauri sara vakalevu na nodra dau talanoa e na veimataka mai na ka era taleitaka, me vaka na qito, kakana, i tokani, se cava era raica mai gaunisala se dua na i yaloyalo ka kabi tu beak e lalaga (oral morning talk) Ni ra sa rawata oqori, sa na qai rawa ni levu na vosa era kila na kena i balebale, rawa tale ga ni ra vola i yatuvosa ka yaco me ra vola i talanoa tale ga.

Na usutu ni kilai totolo na wiliivola vaka-Viti sa i koya na kena vakatavulici vakavinaka ni rorogo mai na i vakatekivu, kalasi 1 ka lako cake ki na kalasi 4. Na rogo i talanoa ka lako vata kei na vakatasuasua e na vukeyi ira sara me ra dau bula veimaliwai ka bulia cake na nodra bula ni kila ka. Me ra vakatavulici e na i tovo ni vakarokoroko e vale, valenivuli, valenilotu, vei ira na nodra i tubutubu, qasenivuli kei ira e ra qase cake. Na tara e dua na ka e cake ka ra vakacobocobo. Na vakayagataka na vosa 'tilou', vinaka, yadra, moce, bula vinaka, mai kana, kemuni, saka, kei na kerekere.

### ***LL355: Fijian Language and Literacy II***

Ena dikevi ena vuli qo na veiumavosa maroroi (orature/literature) eso vakaViti, ka na semai ka vakatitobutaki tiko kina na vosa kei na kena vakatavulici ena LL354. Na umavosa maroroi (dewaigusu se toqai se volai) e bucina ka kovuta tu na ivakaraitaki ni semavosa kei na raitayaloyalo, vakavotuyalo kei na tatadra kei na vakasama ka dau tuva se buli se maroroi ena ivosavosa, ena veimataqali meke kei na sere, ena tukuni kei na talanoa, ena veiqrararavi vakavanua kei na solevu, ena vuravura ni bula vakaitaukei mai na gauna makawa me yacova mai noda dela ni gauna qo.

Na cakacaka ni vuli qo ena vukeyi na kena kumuni ka tasereki na umavosa maroroi eso kei na nodra bulia vakai ira na umavosa me vaka na sere, meke, se italanoa.

**ULUTAGA RARABA ESO ME DIKEVI:**

Na vuravura ni Vosa Dewaigusu kei na vuravura ni Vosavolai  
Na Vakavotuvosa se semavosa kei na kena maroroi se vakadewai  
Vosa votu ena Sere kei na Meke se na Vucu, Ivosavosa, Tukuni, Talanoa  
Iwalewale ni Tuvavosa kei na kena ikotokoto se imoimoi mai liu me yacova na  
gauna qo.

Umavosa vakaViti vakadewataki mai na dua tale se i na dua tale na vosa, me  
vaka Na iVola Tabu. Ena dikevi tale tiko ga e vica na ivola vakaViti me vaka Na  
Salusalu, Bula Vakavanua, Na Serekali ni Vuaviri 1987, De Da mani Guilecava,  
Na Vakacacali, kei na so tale.

Dikevi ni Talanoa kei na Qaqa ni meke makawa mai na Na Mata kei na ivola  
maroroi eso, se katonu mai na veiyasana.

***ME111 Mathematics Education I***

This course looks at content and methods for teaching mathematics in the primary school program focusing on problem solving, mathematical reasoning and communication in mathematics. Students will examine their own philosophy of Mathematics and discuss how it influences the teaching and learning of Mathematics. They will also examine and apply different teaching strategies and learning styles to develop mathematical concepts and processes through an investigative-based approach.

There will be specific emphasis on how children acquire mathematical ideas and skills. Students will have the opportunity to prepare teaching and learning resources, and investigate and discuss the structure and content of the Primary Mathematics Curriculum. A special emphasis will be on the teaching and learning of mathematics at the middle primary level.

***ME232 Mathematics Education II***

This course is the second of the three Mathematics Education courses. It builds on MA121 Mathematics Education I by expanding on and reaffirming what the students have already learned. There will be specific emphasis on traditional and non-traditional assessment methods. References to the national curriculum and further development of students' mathematical competency, understanding and confidence are also features of this course. A special emphasis will be on the upper primary mathematics curriculum.

***ME363 Mathematics Education III***

This course is designed to help refine the skills and knowledge gained in Mathematics Education I & II and further introduces students to more challenges pertaining to the teaching and learning of Mathematics in the lower primary level. Diagnosing and remediating children's error patterns and meeting the needs of exceptional children will also feature in this course.

***SC121 Science Education I***

This course is designed to assist students in developing a working knowledge of curriculum topics, teaching strategies and learning theories needed for successful and effective teaching of primary school science. Participants will also have the opportunity to develop their confidence and skills in the creation and organization of primary science learning activities and lessons with a special emphasis on the classes 3 & 4 syllabuses.

### ***SC242 Science Education II***

This course expands on Science Education I and is designed to further provide some of the experiences, and information on the content, methodology and resources required to teach science as it is described in the Fiji science curriculum for classes 5-8. Micro-teaching is a major component of the course where students will try to bring together good pedagogical theory and practice. A special emphasis will be on the middle primary science curriculum.

### ***SC353 Science Education III***

This course is planned to further enhance and to expand on the skills, knowledge and attitudes developed in the first two science education courses. Through demonstrations, modeling and hands-on examples, the course will focus on concerns unique to the teaching of science including: curriculum organization, classroom management, instructional planning, teaching strategies and assessment and evaluation strategies.

Students will plan and teach science lessons based on the primary science curriculum with a special emphasis on the classes 1 & 2 syllabuses.

### ***SS121 Social Education I***

This course is designed to provide students with both content knowledge and pedagogical skills in Social Studies. The main focus is on the middle Primary Curriculum where students will identify and organize key concepts, as well as develop skill lines and skill ladders to help them better understand the Curriculum. This course will provide a rationale for examining the nature, purpose and processes of Social Education, as well as, introduce the students to the study of Sociology focusing on their Identity, Community and Culture.

### ***SS232 SOCIAL EDUCATION II***

This course builds on the skills and knowledge students acquired in Social Education I. Nonetheless, Social Education II focuses on the teaching and learning of Social Studies in the upper Primary. This course includes the organization of group work and the selection and use of appropriate learning resources. Students will develop their map reading skills and enhance their knowledge of the natural environment with special emphasis on managing natural resources. They will also be encouraged to identify social issues and plan strategies to address them, using reflective and critical thinking skills

based on values in their decision making. Group discussions, visits and field trips are an integral part of this Course.

### ***SS363 Social Education III***

This course further develops those knowledge and skills gained in Social Education I & II. A special emphasis will be on the teaching of social studies in lower Primary classes (Classes 1 & 2) including selection, preparation and use of teaching resources as well as the selection and use of appropriate assessment strategies. Participants will also have the opportunity to critically examine issues related to work and enterprise, and politics in their own societies and thus expand their knowledge in these areas. Group work, visits, fieldtrips are also an integral part of this Course.

### ***HP121 Healthy Living and Physical Education I***

This course introduces the student to the concepts of personal development and well being. It looks at the knowledge, skills and values in relation to personal development, Health and Physical Education and how they could be taught in the Primary level. Emphasis will be placed on both the theory and practice of a physically active and healthy lifestyle.

### ***HP232 Healthy Living and Physical Education II***

This course builds on Health and Physical Education (PE) I, which integrates the study of Health and Physical Education with recommendations and requirements for healthy development and well-being. It further discusses the themes covered in the Primary Curriculum and provides teacher trainees with the pedagogical skills necessary to teach them.

### ***HP363 Healthy Living and Physical Education III***

This course is the third in a series of Health and Physical Education (PE) courses and is designed to enhance the teaching skills of teachers in Health and Physical Education at the Primary level. Through discussion, skill development and practical application, participants will improve such teaching skills as planning, implementation, and evaluation.

### ***CE121 Creative and Expressive Arts I***

This Course seeks to provide students with a basic understanding of the role of art in education and other aspects of personal development. It highlights the various theoretical models and strategies that underpin the role and function of art in teaching and learning and examines aspects of planning and organization in a range of educational settings. It also develops students' knowledge, skills and attitude through the provision of practical experiences and personal expression.

### ***CE232 Creative and Expressive Arts II***

This course aims to provide future Primary Teachers with a foundation in teaching the general music curriculum. Participants develop their skills in, knowledge of and appreciation for music through experiences in singing, playing, listening, creating, moving and dramatizing.

### ***CE363 Creative and Expressive Arts III***

Through an integrated consideration of art and music as reflections of the philosophies and traditions of cultures, students will have an opportunity to further enhance and extend their skills, knowledge and appreciation of the arts. Various elements common to Art and Music are emphasized.

### **CS111 COMPUTER LITERACY**

This course is designed to develop the basic computer skills required in today's technological world. Students are introduced to operating systems, the Internet, and to word processing, presentation and spreadsheet applications. Students learn basic computer concepts and terminology and develop competency in accessing, inputting, retrieving, storing and sending information. Among the studied modules are: Concepts of IT, Using computers and managing files, Educational software, Free and open source software, Information and Communication, Internet safety.

### ***ED360 Teaching practice***

The Teaching practice component of the Diploma in Education (Primary) Programme is a developmental sequence of three modules. These modules apply skills, techniques and processes learned in the various courses taught at the College. In these Modules students will have the opportunity to work in different school settings and at different class levels under the guidance of experienced teachers.

### **RELIGIOUS EDUCATION**

- RE 111 The Creed
- RE 121 Catechetic: Basic Principles, Content & Methodology - God the Father
- RE 113 Introduction to the Old Testament
- RE 233 Introduction to the New Testament
- RE 232 Catechetic: Content & Methodology II
- RE 244 Catechetic: Content and Methodology III
- RE 363: Ethics and Morality
- RE 351 Catechetic: Content and Methodology IV

### **Teaching Practice**

All student teachers undertake three modules of teaching practice programmes in three years. Catholic students undertake two of these in Catholic primary



schools where they can also practice the teaching of religion. Non-Catholic students may have the choice to be placed in a Catholic or Non-Catholic school. Each teaching practice is preceded by a preparation period during which lesson plans, teaching aids, work schemes, workbooks and reflective journals are designed and prepared. Students are observed and assessed by College supervisors, Associate Teachers and Head Teachers.

### **Examinations**

Examinations are conducted at the end of each semester and are regulated by Examination Rules.

### **Academic Committee**

Chosen from among the Academic staff and chaired by the Dean of Academic Studies, the Academic Committee's primary responsibility is to ensure the maintenance of the highest academic standards that reflect the College's status as a teacher education institution of excellence.

### **Disciplinary Committee**

This committee deals with college disciplinary matters.

### **Teaching Practice Committee**

This committee deals with all teaching practice matters.

### **Student Council**

The Student Council is made up of representatives of the 3 year groups together with the officially elected President and Vice-President, Secretary and Treasurer.

A student council is an important body in a tertiary institution because it is the voice of the students. However, it needs to spell out its purposes to avoid complicating matters.

## **GUIDELINES ON THE OPERATION OF CCTC STUDENT COUNCIL**

### **Statement of Purposes**

1. To promote interest in the life, activities and progress of the College community and generally to further the vision, mission, aims and objective of the College
2. To represent and advance the interests of all members of the community especially matters concerning the students
3. To encourage and promote at the college, educational, social, cultural, spiritual and sporting activities among students and staff
4. To provide or facilitate activities as mentioned in No. 3 at the college.

5. To examine, recommend and negotiate improvements, wherever possible, on matters concerning the welfare of the students
6. To provide a forum for discussion on matters of interest to students.

### **Duties and Responsibilities**

The Council must at all times in the conduct of its activities:

1. Observe the Mission, Aims and Objective of the College
2. Act in a manner that is consistent with the beliefs and practices of the Roman Catholic Church of the Archdiocese of Suva
3. Comply with the policies, rules, regulations and directions of the College, including the directives of the Principal or the Principal's representative.

### **Income and assets**

All income and assets of the council must be applied solely for the purposes of the Council and no portion thereof may be distributed directly or indirectly to any member or group of members of the Council, except as bona fide compensation for services rendered or expenses incurred on behalf of the Council.

### **Management Committee**

1. The Management Committee is the governing body of the Council
2. Membership (President, VP, Secretary, Treasurer and two elected ordinary members from each community)
3. The Principal or his representative is a member of the MC.

### **Responsibilities of the Management Committee**

1. Controlling and managing the business and affairs of the Council
2. Convening meetings of the Council
3. Petitioning the Principal and Academic Board on any matter affecting the teaching, research and community engagement of the College or on any other matter affecting students welfare
4. Supervising the administration of the Council
5. Ensuring proper attendance to all matters under the Finance Regulation and ensuring that such regulations are complied with by the Council.

### **Meetings of Management Committee**

1. Number of meetings e.g. fortnightly or weekly at a fixed day, time and place
2. Quorum (50%+1)
3. Agenda of each meeting to be prepared beforehand by the President and Vice President in consultation with the members of the management committee
4. The chairperson is the President or in his absence, the Vice President
5. Implementation of project proposals will be subject to the final approval and endorsement of the Principal.

### **Corpus Christi Teachers College Student Body**

1. The student body is divided into the three year-group communities
2. Hostel students are divided into the two gender communities
3. Each community will have its own regular meetings
4. Meetings must be conducted under the conventional practices of a proposal meeting
5. Only issues approved in a meeting may be taken up by unit representatives for discussions in the management committee
6. Finally approved project or proposal becomes a project or proposal of Corpus Christi Student Community.

### **Networking with other Tertiary Institutions**

The College is encouraged to interact with other tertiary institutions for the purpose of furthering educational, cultural, sporting, social or religious activities. Care will be taken that in these interactions the aims, vision and mission of the college are always upheld.

### **Networking with Primary Schools**

For the purpose of gaining experience and in the spirit of cooperation, the college may also assist in officiating at Primary Schools on educational, cultural and sporting programmes on invitation.

### **Parish Association**

The College is an Archdiocesan institution though territorially situated in the Parish of the Holy Eucharist. Participation in various parish activities is encouraged and will be a matter of consultation between the college and the Parish Priest. The College prepares and takes part in the Liturgy for Holy Thursday at the Cathedral of the Sacred Heart in Suva.

<b>FEES STRUCTURE</b>			
	<b>Semester 1</b>	<b>Semester 2</b>	<b>Annual</b>
Tuition	2,500	2,500	5,000
On-Campus Boarding Fees	2,500	2,500	5,000
<b>TOTAL</b>	<b>5,000</b>	<b>5,000</b>	<b>10,000</b>
Enrolment Fee*	\$100 (1st Year and re-enrolled students)		

\*The enrolment fee is payable by 1st year students and those re-enrolled (after a lapse of a year or more owing to disciplinary reasons) and this must be paid on or before Enrolment Day.

### **Tuition Fees**

Tuition Fees are payable per semester or in accordance with TELS system. Students with outstanding fees in any semester will not be permitted to progress into the next semester unless an agreement is entered into between the student's sponsor and the college.

### **Hostel fees**

Students intending to reside in the College Hostel must apply on the Hostel Application form. When accepted, an initial deposit is to be paid before the student is permitted to move in.

**\*Initial deposit before moving into the hostel is \$500.00**

Students with arrears in Hostel fees will be asked to vacate the Hostel if the fees are not paid as per the given payment schedule. Students with unpaid Hostel fees will not be permitted to reside in the Hostel following the mid-semester break or in the following Semester unless an agreement is entered into between the students' sponsor and the college.

### **Students on Scholarship or Loan Scheme**

Students on any scholarships or loan scheme may be required to pay the shortfall of the tuition fees before the beginning of each semester.

## **SELECTION AND ADMISSIONS CRITERIA**

### **Selection Process**

Application forms are sent to the Parish Priests and Principals of Catholic schools that have Year 13 (F7). These forms are sent out before the end of September and must be returned to college by the end of November.

A college Admission Committee, shortlists candidates for interview and makes an initial selection. The final list will normally be published in the daily newspapers. However new students are required to produce **medical** and **police** clearance reports at the college enrolment.

### **Minimum Criteria for selection**

Education Qualifications:

- A minimum criteria of 250 marks out of 400 in Y13 with no less than 50% in English and 50% in Math.
- OR
- A pass in 6 foundation units that include English and Maths from a recognized university

## **Acceptance**

Students are accepted into the college on a probationary status. Confirmation of places will be offered to those who have satisfied the academic and character assessments at the end of the first semester. Those who fall below the satisfactory level will be advised to either return and redo the failed courses in the following year, face further disciplinary measures or pursue their career path elsewhere.

## **ACADEMIC POLICIES**

### **1. Assessment Load**

To ensure that participants are not over-loaded at any point in their course, an assessment schedule will normally be compiled by lecturers before the commencement of each semester.

### **2. Assessment Details**

I – Incomplete, **RW** – Result Withheld, **NV** - Null & Void – for dishonest practice.

a) The Academic Committee may request individual lecturers to modify the timing of their assessment requirements to ensure that participants have a reasonable and appropriate assessment load.

b) Incomplete grade is awarded to a student who has not completed the course requirement.

c) Non Graded Pass (NGP) will be awarded to a student who is not able to complete the course assessment due to medical or compassionate reasons.

d) In considering application for a Non Graded Pass, factors such as course work, medical condition and any other exceptional circumstance beyond the control of the student will be taken into consideration.

e) To obtain a Non Graded Pass (NGP) a student must have obtained a B in coursework

f) Result Withheld (RW) will be awarded to a student for disciplinary reasons, non payment of fees, library fines or failure to return College property.

g) The RW results will stand until all issues are addressed. A grade of Null and Void is granted for dishonest practice.

### **3. Grades**

Students' work will be graded A+ to E in all courses. All grades between A+ and C are pass grades. D and E are fail grades

<b>Pass Grades</b>	<b>Percentage</b>	<b>Credit points</b>	<b>Description</b>
A+	85 -100	4.5	Distinction
A	80 - 84	4.0	Excellent
B+	75 – 79	3.5	Very Good
B	65 – 74	3.0	Good
C+	60 – 64	2.5	Pass with Credit
C	50 – 59	2.0	Pass

Other Grades			
D	40 – 49	1	Fail
E	0 – 39	0	Fail
NGP		1.5	Non Graded Pass
I			Incomplete
RW			Result Withheld
NV			Null and Void: For dishonest practice

To pass a course a student must have a final average of a minimum of 50% for the course as a whole. The final grade for a course is the aggregate of the assessment components set down in the course outline provided to each student at the start of the course.

All assessment components for each course must be completed unless there is a statement to the contrary in the course outline.

#### **4. Examination Rules**

- a) No student is allowed in the examination room unless permitted by the supervisor(s)
- b) Students should arrive at the examination venue at least 15 minutes before the examination is due to start
- c) During reading time no student is allowed to write. No student shall communicate with another in the examination room. Unless authorized by supervisors, students may not have in their possession while in the examination venue any written or printed material, any electronic or computing device **including cell phones**, capable of storing material, or any device that is capable of transmitting, storing or receiving messages
- d) No student may continue writing an answer after the supervisor has announced the expiration of time. No student shall enter the examination room later than 45 minutes after the beginning of the examination
- e) Students may leave the examination room after one hour has elapsed. They are not permitted to re-enter the examination room. Non-attendance at examinations is only permitted under the following circumstances
  - (1) Medical reason - A medical certificate from a **registered** physician to the lecturer with a signed letter stating that the student is unable to sit the exam on a given date.
  - (2) Very special circumstances such as a death in the family - Prior approval must be sought from the Principal who will then inform the lecturer concerned.

#### **5.0 Submission of Assignments**

- a) Assignments are to be handed in on time and must meet the detailed criteria provided

- b) The nature of submission of assignments is the prerogative of individual lecturers
- c) Work submitted should display professional quality in terms of spelling, grammar, punctuation and general presentation
- d) Unless otherwise specified, course assignments will be submitted on paper and should be typed on single pages using font 12 in Times New Roman, Arial or Calibri
- e) Electronic submissions should include the student's name as part of the filename
- f) Ideas drawn from others and resources used are to be acknowledged and cited
- g) Assignments must be turned in no later than the end of class (or as specified) on the date the assignment is due
- h) If a student is not going to be able to make the deadline he/she must notify the lecturer in advance and a new due date may be negotiated
- i) If no prior arrangements are made or unless there is a doctor's certificate, late assignments will not be accepted
- j) If any aspect of a student's work (including assignments, attendance, participation etc.) is not at an acceptable level, this will be communicated to the student either orally or in writing
- k) The communication will specify what the student must do to meet expectations (e.g., revise and resubmit, do a supplementary assignment, demonstrate that he/she is able to meet the standard on a subsequent assignment). If a student continues to perform below standard then a report will be written and submitted to the Academic Committee

## **6.0 Marked Work**

- a) Lecturers are normally expected to return marked work to students within two weeks of its submission
- b) Work that is submitted late with or without approval may take longer to be returned and may incur a penalty
- c) All course assignments shall be submitted before study week
- d) Course work grades must be communicated to the students before the commencement of the semester examinations

## **7.0 Teaching Practice**

- a) The Teaching practice component of the programme consists of three modules
- b) These modules will be assessed separately and one final grade will be given for the three modules at the completion of the third and final module. However, students are required to pass each module before being allowed to progress to the next

- c) A student who fails a Teaching practice module may be required to repeat it in the next year. A second failure will normally result in exclusion from the programme and expulsion from college
- d) A student who repeats a Teaching practice module is required to meet all associated costs

### **8.0 Student Progression**

- a) Enrolment in certain courses may be conditional upon a student passing specified prerequisite courses to ascertain entry levels for future progression. Any such requirements will be specified in the course outline
- b) To graduate, a student must achieve at least a GPA of 2.0
- c) To proceed from one year to the next a student must obtain for that year a GPA of 2.0 and have completed Teaching practice requirements
- d) A student who is excluded from the programme on the basis of unsatisfactory progress may apply to repeat failed courses on a part-time basis the following year during the semester in which the courses are normally offered
- e) Any failure of a course must be referred to the Academic Committee to consider the possibility of a re-assessment by a suitably qualified second marker
- f) A first or second year student will be awarded RW in Semester 2 and will not be permitted to proceed to the next level if, at the end of the year they owe money to the College for non-payment of fees, library fines or failure to return College property. The RW results will stand until all debts have been repaid
- g) A final year student will be awarded RW in all courses of that year and will not be permitted to graduate if, at the end of the year he/she remains indebted to the College

### **9.0 Advanced Standing**

A beginning student, who has passed an external course which is deemed by the Academic Committee to be the equivalent of a course in the programme, will be granted advanced standing for the course. A student who seeks advanced standing for a course on the grounds that it is the equivalent of a normal course in the programme must provide proof of certificates attained to the satisfaction of the Academic Committee that it is an equivalent Course.

### **10.0 Attendance Requirements**

- a) To be eligible to graduate a student is required to attend lectures and participate in courses and College activities offered in the three-year programme
- b) A student is required to attend at least 75% of all scheduled course. Failure to do so will result in a Fail grade for the course



- c) Continued absence without any genuine reason is indicative of a student's attitude towards studies as less than serious. For this reason alone, studies could be terminated
- d) A student, who takes leave of absence from a class for a legitimate reason such as a death in the family, personal illness, or trauma, is required to complete a leave of absence form in advance and have it approved by the Vice Principal
- e) A student who is unable to notify the Vice Principal in advance is required to complete a leave of absence form upon return and submit it. These are placed in the student's personal file
- f) A student who is absent from class for more than a day through illness is required to attach a doctor's certificate to the leave of absence form. A student who is absent from class for any reason is required to discuss the matter with the lecturer and YC concerned. It is the responsibility of the student to initiate discussion. The lecturer(s)/YC may require the student to carry out tasks needed to catch up with work that was missed
- g) Authorized absences which total more than 25% of scheduled class time will be reported by the lecturer concerned to the Dean. Action which may be taken by the Academic Committee includes termination of studies in the course resulting in failure; cessation without academic penalty of studies which may be resumed at another time; or continuation of studies subject to satisfactory completion of additional tasks determined by the lecturer(s)
- h) Absence which exceeds 25% of scheduled class time will result in a Fail grade for the course
- i) A student who fails two or more courses will be suspended from the programme for one or more semesters, or expelled
- j) Any such decision will be taken by the Principal in consultation with the Academic Committee and on the advice of the Lecturers
- k) Consistent late arrival after 8am will be regarded as absence from class. A student who is late to class on three occasions in any course will thereafter be marked absent. Attendance records are maintained by lecturers/ Year Coordinators *and submitted to the VP at the end of each week.*
- l) A student who is expelled under this section may apply to be re-admitted as a provisional enrollee twelve months after the expulsion takes effect. The student may be re-admitted only at the commencement of a semester. The student's provisional status may be reviewed at the end of one semester of study should there be no repeat of the incidence of absenteeism.

#### **11.0 Cheating, Plagiarism and Submission of Assessment Components**

- a) Cheating is defined as the use of unauthorized material or the use of another student's answers during an exam or in coursework. Any student deemed to have cheated in an exam or in an assignment will automatically receive a zero

for the exam or assignment and the matter will be investigated by the relevant committee. Appropriate disciplinary action may result in expulsion

b) Plagiarism is defined as using someone else's work (thoughts, writings, and inventions) as one's own. Any student deemed to have plagiarized will automatically receive a zero for the assignment/project/paper and the matter will be investigated further by the relevant committee for possible disciplinary action that may include expulsion from the college

c) Sources of information and the ideas used in assessment components must always be referenced in accordance with the referencing guidelines e.g. Harvard Style. These sources include books, articles, cartoons, people (including assistance provided by another student), television, newspapers, radio, the internet or the work of another student

d) Failure to observe these rules may lead to the award of a Fail grade for the assessment component, a requirement for resubmission, reduced marks, or disciplinary action that may include expulsion from the college

e) A lecturer who identifies a student employing dishonest practices is required to submit a written report to the Principal within 7 days

f) A student has the right to appeal a decision by writing to the principal within 7 days of receipt of the decision.

## **12.0 Academic Grievance**

a) A student who has a grievance about the content or conduct of any course, or the way in which his/her work has been assessed, must first discuss the matter with the course lecturer

b) Should there be no satisfactory resolution the matter will then be referred to the Academic Committee will attempt to reach a solution

c) The Academic Committee, before taking a final decision on the recommendation, will invite the student to present the reasons for his/her grievance. The student may choose to be accompanied and supported by another staff member or colleague

## **Dean of Studies**

The position of Dean is an integral part of the academic life of the College. The Dean directs and oversees the planning and implementation of the College's academic programme and ensures that the goals, aims and objectives of the College Curriculum are achieved.

**Teaching Practice** – The Teaching practice (TP) programme will be the responsibility of the Teaching Practice Committee headed by the TP Coordinator in close consultation with the Academic Staff and the Principal.

### **Academic Committee**

This comprises 3-4 members of the academic staff. The members will be Vice Principal, Dean, Teaching practice and Religion Coordinator. The Academic Committee's primary responsibility is ensuring that the maintenance of the highest academic standards is maintained.

## **STUDENT CONDUCT POLICY**

### **General Principles**

- **Purpose:** Corpus Christi College has adopted a Student Code of Conduct to protect the rights of students, faculty, staff and the college. This code ensures that the Corpus Christi College learning community is characterized by, mutual respect, civility and good citizenship. As a community visibly gathered to draw life and sustenance from the Eucharist, the College Community is constantly reminded that it must always be charged with a sense of mission. This mission begins by centering oneself in Christ. Hence, with due regard to the purpose of the college, students will be treated with justice and compassion.
- **Inherent Authority:** Corpus Christi College reserves the right to take necessary and appropriate action to protect the safety and well-being of the college community.
- **Interpretation:** Having voluntarily enrolled in Corpus Christi College, students are presumed to be knowledgeable of and remain in compliance of all rules and regulations of the Student Code of Conduct, both on campus and off campus and to comply with them. The Code of Conduct is not a criminal code; it should be read broadly and is not designed to define misconduct in exhaustive terms.
- **Proceedings:** Disciplinary proceedings conducted in relation to the Code of Conduct shall be informal, fair and expeditious. Disciplinary action may be taken regardless of the existence of any criminal proceedings that may be pending.
- **Jurisdiction:** Students may be disciplined for conduct which constitutes a hazard to the health, safety, or well-being of members of the college community or which is deemed detrimental to the interests of the college. These sanctions apply whether or not such conduct occurs on campus, off campus, at college-sponsored or non-college-sponsored events.

### **Student Code of Conduct**

Corpus Christi College students, as members of the academic community, are expected to accept and adhere to these high standards of personal conduct. Students are reminded of the agreement that they sign at enrolment: "**I agree**

**to abide by the regulations of the College and I acknowledge it is my responsibility to know and comply with these.**

Students shall:

1. Treat all members of the College community with courtesy, respect and dignity
2. Comply with directions of college staff, acting in the performance of their duties
3. Treat the college itself including buildings, grounds and furnishings with respect
4. Respect the rights and property of other members of the community
5. Fulfill their obligations through honest and independent effort and integrity in academic and personal conduct
6. Accept responsibility for and the consequences of their actions and encourage responsible conduct in others
7. Respect the prohibition of possession, consumption distribution and provision of controlled substances
8. Abide by all published policies, including but not limited to, those that appear in the Corpus Christi College handbook.
9. Refrain from tampering with fire safety equipment in college buildings and on campus grounds
10. Behave in a manner that does not intentionally or recklessly interfere with normal college sponsored activities, including but not limited to, studying, teaching, research, college administration, or fire, police or emergency services
11. Refrain from behavior that intentionally or recklessly endangers, threatens or causes physical or emotional harm to any person, or that intentionally or recklessly causes reasonable apprehension of such harm.

**NOTE:**

*The Student Code of Conduct, as well as the guidelines outlining the adjudication of conduct related offenses, applies to all Corpus Christi College students.*

**Behavioral Misconduct Procedures**

Students are expected to conduct themselves so others are not distracted from the pursuit of learning. Discourteous or unseemly conduct may result in a student being asked to leave the classroom. Persistent misconduct on the part of a student is subject to disciplinary action as outlined in the student handbook and in the course syllabus.

**Some examples of misconduct that will not be tolerated include, but not limited to, the following:**

- Disorderly conduct
- Harassment
- Verbal (e.g. swearing), physical, mental and sexual abuse
- Assault
- Interference with the educational opportunity of other students
- Attending class under the influence of alcohol or other drugs
- Disrespect of staff
- Unauthorized hostel entry
- Bullying (including cyber bullying)
- Unauthorized leave

**Disciplinary Measures**

1. Any breach of the above rules warrants a penalty in accordance with the severity of the case/offence and the following measures shall be administered:

- a) First offence – counselling and verbal warning
- b) Second offence – counselling and written warning
- c) Third offence – suspension
- d) Forth offence – expulsion

2. Very severe cases/offences shall result in immediate expulsion of students from college

**Overview of the Discipline process**

1. Complaint is filed or report is received

2. Student (victim) receives written notice of alleged violations
3. An investigation is conducted into the alleged violations
4. A hearing is scheduled if necessary and held
5. If respondent is found responsible for violation of policy, sanctions are issued
6. The respondent will receive written notice of the outcome of the hearing
7. The complainant or respondent may appeal the outcome of a conduct hearing.

### **Academic Misconduct Procedures**

The college expects students to fulfill their academic obligations through honest and responsible effort. In a community of scholars committed to truth, dishonesty violates the code of ethics by which we live and is considered a serious offence subject to strong disciplinary actions. Academic misconduct includes, but is not limited to, the following:

- Knowingly furnishing false or misleading information
- Falsification, alteration or misuse of college forms or records
- Any joint effort in examinations, assignments or other academic activity unless authorized by the lecturer.
- Plagiarism in any form eg. using another's phrase, sentence or paragraph without citation marks; using another's ideas or structure without properly acknowledging the source; or using the work of someone else's and submitting it as one's own
- Willfully aiding another in any act of academic dishonesty.
- Corpus Christi College is equally concerned about the interpersonal social relationships that affect the learning environment. Respect for the conditions necessary to enhance learning is, therefore, required.

## GENERAL INFORMATION

### **Education and Training** - A Student:

- a) is responsible for his/her participation in the teacher training course in relation to lesson plans, files, teaching aids, blackboard work, assignments and research associated with these activities that must be completed to the required standard and submitted on the due dates.
- b) is expected to demonstrate initiative in using materials available to enrich his/her teaching and learning skills.
- c) accepts constructive criticism and advice for his/her own personal improvement.

### **Responsibility** A student

- a) shows responsibility and care in the use of Library resources, textbooks, reading materials and facilities
- b) accepts and carries out responsibilities given to him/her during official and unofficial hours
- c) performs his/her allocated tasks to the best of his/her ability.
- d) Is not permitted to be involved in any paid employment during a tenure of three years scholarship.
- e) Or a group of students are not permitted to raise funds inside or outside of the college
- f) Or a group of students are not permitted to organize any activity that will benefit only a few in the college community.

### **Punctuality**

A student should be punctual to lectures, church services, meals, meetings and other activities organized by the College.

### **Behavior and Personal Qualities** A student

- a) must behave in such a manner that is acceptable and in harmony with the College values
- b) shows respect for the language, custom and culture of other people in the community
- c) tries to live a life-style the Church expects of a Catholic teacher
- d) tries to maintain moral standards, which indicate a sincere vocation and suitability to be a Catholic teacher
- e) Is a man/woman of integrity and shows a high standard of conduct in all matters of honesty and truthfulness.

### **Formation Maturity**

A student teacher is expected to have developed a sense of responsibility towards a total development to studies, to carrying out assigned duties and adhering to the College rules.

## **COLLEGE AND HOSTEL RULES**

### **1 Absence from Campus**

A student must obtain leave of absence from the Vice Principal during College hours 8am – 4pm and after hours from Hostel Coordinators.

### **2 Unauthorized entry into the hostel**

Only designated residents are permitted into the hostels.

### **3 The Use of Alcohol and Drugs**

The consumption of liquor and drugs or drunken behavior are forbidden on Campus

### **3 Morality**

All forms of sexual activity including intimate relationship and all forms of pornography are forbidden.

### **4 Consumption of Yaqona**

The college discourages excessive and regular consumption of yaqona because of the known detrimental effects on the health of body and mind. Yaqona may be consumed for social and cultural reasons at specified times only.

### **5 Smoking**

Smoking is not permitted in the college.

### **6 Dress code**

All students are required to present themselves in their formal attire at lectures, church services, teaching practice, the dining room and outings.

For women it is dresses, skirts of suitable length and plain blouses.

For men it is sulu-vakataga, long trousers, plain shirt and matching ties. Hair style that are neat, and acceptable. Men's beards should be clean-shaven.

Bula wear maybe worn only on Thursdays.

Sandals and shoes are to be worn during college hours. Flip flops and slip on are not to be worn during college hours.

Refer to "Overview of the Disciplinary Process" for the breaching of the rules above

## **ACCOMMODATION**

Corpus Christi Teachers College provides accommodation on Campus and students from island and rural parishes will be given the first chances. There are thirty single rooms in each of the men's and women's hostels with each



hostel housing communal restroom facilities and a recreation room with television. Each room is provided with a bed and mattress, a study table and chair and a wardrobe. Students are expected to provide their own personal belongings such as mosquito nets, bed linen, pillows, mats, window curtains, sasa broom, cane knife and eating utensils. There are rules governing life in the hostel and students sign an agreement on entering College.

Some of the rules include:

1. Visitors are not allowed In the Hostels
2. Visitors must seek permission from the Hostel Co-coordinator to meet the student either in the Dining Hall or College Hall
3. Eating is forbidden in the Hostel except with the permission of the Hostel Co-coordinator
4. Noise must be kept at a minimum level at all times especially during social and weekends.

### **MEDICAL**

A hostel staff is trained in First Aid. Students who fall ill are referred to the Government run facilities – CWM hospital & Health Centres. Day to day medical expenses are taken care of by the College.

### **CHAPLAINCY**

Rev Fr Kevin McGuire is the Spiritual Director and Chaplain of the College. All are urged to utilize the services he offers. Holy Mass is celebrated daily in the College Chapel. Hostel students and Coordinators – 6.30, Day student and staff – 1pm. Sunday Mass for the boarders is celebrated at 9:00am in the College Chapel.

A Community Mass is celebrated every Friday during semester.

### **APOSTOLIC GROUPS**

**The Legion of Mary** is an association of Catholics who, under the powerful leadership of Mary Immaculate have formed themselves into an Apostolate of prayer, visitations and evangelization for the sanctification of all peoples meets weekly.

**The Society of St Vincent de Paul** meets and prays weekly. They carry out works of mercy through Christ-like charity to the poor and needy in society.

**Mandali**: The Indian students may form their own **Mandali** where they practice their cultural prayer forms and devotional practices on a weekly basis.

**The Pioneer Association** meets once a week for prayers, scripture readings and discussion. Adoration and Benediction is held on First Fridays.

**Divine Mercy Devotions** are held each Sunday in the Chapel at 3.00pm.

Lists of all Apostolic Groupings must be submitted to the Principal and the Hostel Coordinator.

All students are encouraged to join an Apostolic Group.

Minutes of each meetings should be recorded.

### COMMUNICATION

The College phone number is: 3311458, 331 1440, 331 1430  
The College fax number is: 330 2274  
The College e-mail is: eseta.rabale@corpuschristi.com.fj  
The College postal address is: Corpus Christi Teachers College  
P.O. Box 1173.  
Suva

The Mailbox is cleared three times a week and students may check their mail at the Office

Outgoing mail (stamp on envelope) should be left in the Office each day by 11am if necessary.

*“But let teachers realize that to the greatest possible extent they determine whether the Catholic school can bring its goals and undertakings to fruition. They should, therefore, be trained with particular care so that they may be enriched with both secular and religious knowledge, appropriately certified, and may be equipped with an educational skill which reflects modern-day findings. Bound by charity to one another and to their students, and penetrated by an apostolic spirit, let them give witness to Christ, the unique Teacher, by their lives as well as their teachings.”*

[Chapman, Geoffrey. London, 1967: 646-647]

