

# CAS Guidebook



## **Creativity, Activity, & Service The International Baccalaureate Diploma Programme**

Ooltewah High School

*For students graduating in 2017 and thereafter*

## What's the point of Creativity, Activity, and Service?

Before we get started, let's talk about why you have to do Creativity, Activity, and Service (CAS). You're probably thinking: *why are they giving us more to do? Don't we have enough already? Leave me alone!* Well I'm going to attempt to explain "the point" of CAS, why it's important and how its goal is to help you grow. The idea of CAS is to ensure that students have a balanced, fulfilling overall experience. It is not designed to overload the students who are already participating in a very demanding academic schedule.

In the Diploma Programme a large part of your time will be devoted to the courses that you've selected from the academic areas. What you learn in those courses is determined mainly by the International Baccalaureate (IB) with your teachers providing a little twist. You have some choices in your course selection; however, you have very little choice in what you learn in each of those courses. Don't get me wrong, what you're going to learn in those courses is going to be wonderful and new, but CAS provides a rare opportunity. In CAS, you get to choose what you're going to discover about yourself and the world around you. CAS is your chance to take charge of what you learn. You plan and make the decisions about your CAS activities.

CAS is also different from your other IB courses in that CAS is an opportunity for experiential learning. It involves learning by experiencing, which differs in many ways from learning in a classroom. Many high school students' education is dominated solely by classroom learning but this is not the case for you. You have the opportunity to challenge yourself and learn in a completely different way than you would in the classroom.

Finally, CAS provides an opportunity for you to learn about and give back to your local or global community by getting involved. CAS allows you to take the knowledge you have gained in the classroom and apply it to local and/or global community. Through CAS you have the opportunity to give your time and skills to benefit other people. The ultimate goal of CAS is to foster your awareness and appreciation of life outside the academic arena.

*We make a living by what we get, but we make a life by what we give.*  
- Winston Churchill

*I have found that among its other benefits, giving liberates the soul of the giver.*  
- Maya Angelou

*Never doubt that a small group of thoughtful committed citizens can change the world; indeed, it's the only thing that ever has.*  
- Margaret Mead

*Everybody can be great, because anybody can serve*  
- Martin Luther King Jr.

*You must be the change you wish to see in the world*  
- Mahatama Ghandi

My advice is to approach CAS with an open and creative mind. Take some time to think how you want to approach your CAS programme, what activities would challenge you, and, most importantly, think about what you would enjoy. Think about issues that are important and meaningful to you and find a way to make a difference. CAS provides an opportunity for you to plan, observe and reflect but also have some fun.

As your CAS Coordinator, I'm not only here to assess that you have evidence for the seven learning outcomes, I'm here to help. I want to see you challenge yourself and grow while having fun and feeling good about the activities that you've been involved in. Therefore, remember that my door is always open to help you at any stage of your CAS experience.

Here to help,

*Erica Hitchcox*  
*CAS Coordinator*  
*Ooltewah High School*

## **IB Mission Statement**

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

## **OHS Mission Statement**

Ooltewah High School endeavors to develop the best students, who are knowledgeable, compassionate, lifelong learners prepared to actively participate as citizens in a global society.

## **IB Learner Profile**

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

- |                      |  |
|----------------------|--|
| <b>Inquirers</b>     | We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.   |
| <b>Knowledgeable</b> | We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.   |
| <b>Thinkers</b>      | We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.   |
| <b>Communicators</b> | We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.   |
| <b>Principled</b>    | We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.                                       |
| <b>Open-minded</b>   | We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.                                      |
| <b>Caring</b>        | We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.  |
| <b>Risk-takers</b>   | We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.                             |
| <b>Balanced</b>      | We understand the importance of balancing different aspects of our lives-intellectual, physical, and emotional-to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live. |
| <b>Reflective</b>    | We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.   |

## The Nature of Creativity, Activity, and Service

*...if you believe in something, you must not just think or talk or write, but must act.*

-Peterson (2003)

Creativity, activity, service (CAS) is at the heart of the Diploma Programme.

The three strands of CAS, which are often interwoven with particular activities, are defined as follows:

- **Creativity:** exploring and extending ideas leading to an original or interpretive product or performance.
- **Activity:** physical exertion contributing to a healthy lifestyle.
- **Service:** collaborative and reciprocal engagement with the community in response to an authentic need.

As a shining beacon of our values, CAS enables students to demonstrate attributes of the IB learner profile in real and practical ways, to grow as unique individuals, and to recognize their role in relation to others. Students develop skills, attitudes and dispositions through a variety of individual and group experiences that provide students with opportunities to explore their interests and express their passions, personalities and perspectives. CAS complements a challenging academic programme in a holistic way, providing opportunities for **self-determination, collaboration, accomplishment, and enjoyment**.

CAS enables students to enhance their personal and interpersonal development. A meaningful CAS programme is a journey of discovery of self and others. For many, CAS is profound and life-changing. Each individual student has a different starting point and different needs and goals. A CAS programme is, therefore, individualized according to student interests, skills, values and background.

The school and students must give CAS as much importance as any other element of the Diploma Programme and ensure sufficient time is allocated for engagement in the CAS programme. The CAS stages offer a helpful and supportive framework and continuum of process for CAS students.

Successful completion of CAS is a requirement for the award of the IB Diploma. While not formally assessed, students reflect on their CAS experiences and provide evidence in their CAS portfolios of achieving the seven learning outcomes.

The CAS programme formally begins at the start of the Diploma Programme and continues regularly, ideally on a weekly basis, for at least **18 months** with a reasonable balance between creativity, activity, and service.

All CAS students are expected to maintain and complete a **CAS portfolio** as evidence of their engagement with CAS. The CAS portfolio is a collection of evidence that showcases CAS experiences and for student reflections; it is not formally assessed.

Completion of CAS is based on student achievement of the seven **CAS learning outcomes**. Through their CAS portfolio, students provide the school with evidence demonstrating achievement of each learning outcome.

Students engage in **CAS experiences** involving one or more of the three CAS strands. A CAS experience can be a single event or may be an extended series of events.

Further, students undertake a **CAS project** of at least one month's duration that challenges students to show initiative, demonstrate perseverance, and develop skills such as collaboration, problem-solving, and decision-making. The CAS project can address any single strand of CAS, or combine two or all three strands.

Students use the **CAS stages** (investigation, preparation, action, reflection and demonstration) as a framework for CAS experiences and the CAS project.

There are three formal documented **interviews** students must have with their CAS coordinator/adviser. The first interview is at the beginning of the CAS programme, the second at the end of the first year, and the third interview is at the end of the CAS programme.

CAS emphasizes **reflection** which is central to building a deep and rich experience in CAS. Reflection informs students' learning and growth by allowing students to explore ideas, skills, strengths, limitations and areas for further development and consider how they may use prior learning in new contexts.

## **Aims**

The CAS programme aims to develop students who:

- enjoy and find significance in a range of CAS experiences
- purposefully reflect upon their experiences
- identify goals, develop strategies and determine further actions for personal growth
- explore new possibilities, embrace new challenges and adapt to new roles
- actively participate in planned, sustained, and collaborative CAS projects
- understand they are members of local and global communities with responsibilities towards each other and the environment.

## **The responsibility of the CAS student**

Key to a student's CAS programme is personal engagement, choice and enjoyment of CAS experiences. Throughout the Diploma Programme students undertake a variety of CAS experiences, ideally on a weekly basis, for a minimum of 18 months. They must also undertake at least one CAS project with a minimum duration of one month. Students reflect on CAS experiences at significant moments throughout CAS and maintain a CAS portfolio. Using evidence from their CAS portfolio, students will demonstrate achievement of the seven CAS learning outcomes to the CAS coordinator's satisfaction.

CAS students are expected to:

- approach CAS with a proactive attitude
- develop a clear understanding of CAS expectations and the purpose of CAS
- explore personal values, attitudes and attributes with reference to the IB learner profile and the IB mission statement
- determine personal goals
- discuss plans for CAS experiences with the CAS coordinator and/or CAS adviser
- understand and apply the CAS stages where appropriate
- take part in a variety of experiences, some of which are self-initiated, and at least one CAS project
- become more aware of personal interests, skills and talents and observe how these evolve throughout the CAS programme
- maintain a CAS portfolio and keep records of CAS experiences including evidence of achievement of the seven CAS learning outcomes
- understand the reflection process and identify suitable opportunities to reflect on CAS experiences
- demonstrate accomplishments within their CAS programme
- communicate with the CAS coordinator/adviser and/or CAS supervisor in formal and informal meetings
- ensure a suitable balance between creativity, activity and service in their CAS programme
- behave appropriately and ethically in their choices and behaviours.

## Learning outcomes

Student completion of CAS is based on the achievement of the seven CAS learning outcomes realized through the student's commitment to his or her CAS programme over a period of 18 months. These learning outcomes articulate what a CAS student is able to do at some point during his or her CAS programme. Through meaningful and purposeful CAS experiences, students develop the necessary skills, attributes and understandings to achieve the seven CAS learning outcomes.

Some learning outcomes may be achieved many times, while others may be achieved less frequently. Not all CAS experiences lead to a CAS learning outcome. Students provide the school with evidence in their CAS portfolio of having achieved each learning outcome at least once through their CAS programme. The CAS coordinator must reach agreement with the student as to what evidence is necessary to demonstrate achievement of each CAS learning outcome. Commonly, the evidence of achieving the seven CAS learning outcomes is found in students' reflections.

In CAS, there are seven learning outcomes.

LO 1	Identify own strengths and develop areas for growth
Descriptors	<p>Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others.</p> <p>The student:</p> <ul style="list-style-type: none"> <li>• is aware of own strengths and weaknesses</li> <li>• is open to improvement and growth opportunities</li> <li>• is able to propose activities according to own interests and talents</li> <li>• is willing to participate in different activities</li> <li>• is able to undertake a thoughtful self-evaluation</li> <li>• is able to see themselves as individuals with various abilities and skills, some more developed than others.</li> </ul>
LO 2	Demonstrate that challenges have been undertaken, developing new skills in the process
Descriptors	<p>A new challenge may be an unfamiliar experience or an extension of an existing one. The newly acquired or developed skills may be shown through experiences that the student has not previously undertaken or through increased expertise in an established area.</p> <p>The student:</p> <ul style="list-style-type: none"> <li>• participates in an experience that demands an appropriate personal challenge; this could be with new or familiar experiences</li> <li>• is willing to become involved in unfamiliar environments and situations</li> <li>• acquires new skills and abilities</li> <li>• increases expertise in an established area</li> <li>• shows newly acquired or developed skills or increased expertise in an established area.</li> </ul>
LO 3	Demonstrate how to initiate and plan a CAS experience
Descriptors	<p>Students can articulate the stages from conceiving an idea to executing a plan for a CAS experience or series of CAS experiences. This may be accomplished in collaboration with other participants. Students may show their knowledge and awareness by building on a previous experience, or by launching a new idea or process.</p> <p>The student:</p> <ul style="list-style-type: none"> <li>• is able to articulate the CAS stages including investigation, preparation, action, reflection (ongoing) and demonstration, moving from conceiving an idea to carrying out a plan for a CAS experience or series of CAS experiences</li> <li>• demonstrates knowledge and awareness by building on a previous CAS experience</li> <li>• shows initiative by launching a new idea or process</li> <li>• suggests creative ideas, proposals or solutions</li> <li>• integrates reflective thoughts in planning or taking initiative</li> <li>• is aware of roles and responsibilities when designing an individual or collective CAS experience</li> <li>• shows responsible attitude to CAS project planning</li> <li>• is able to develop a coherent action plan taking into account the aim or purpose, activities and resources.</li> </ul>

LO 4	Show commitment to and perseverance in CAS experiences
Descriptors	<p>Students demonstrate regular involvement and active engagement in CAS.</p> <p>The student:</p> <ul style="list-style-type: none"> <li>• demonstrates regular involvement and active engagement with CAS experiences and CAS project</li> <li>• is able to foresee potential challenges to the initial plan and consider valid alternatives and contingencies</li> <li>• demonstrates adaptability to uncertainties and changes</li> <li>• gets involved in long-term CAS experiences and CAS project.</li> </ul>
LO 5	Demonstrate the skills and recognize the benefits of working collaboratively
Descriptors	<p>Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences.</p> <p>The student:</p> <ul style="list-style-type: none"> <li>• shares skills and knowledge</li> <li>• listens respectfully to proposals from peers</li> <li>• is willing to take on different roles within a team</li> <li>• shows respect for different points of view and ideas</li> <li>• makes valuable contributions</li> <li>• is responsible for participating in the group</li> <li>• readily assists others</li> <li>• is able to identify, demonstrate and discuss critically the benefits and challenges of collaboration gained through CAS experiences.</li> </ul>
LO 6	Demonstrate engagement with issues of global significance
Descriptors	<p>Students are able to identify and demonstrate their understanding of global issues, make responsible decisions, and take appropriate action in response to the issue either locally, nationally or internationally.</p> <p>The student:</p> <ul style="list-style-type: none"> <li>• recognizes the global implications of local issues</li> <li>• is able to identify global issues in the local or national community</li> <li>• shows awareness of issues of global importance and takes concrete and appropriate actions in response to them either locally, nationally or internationally</li> <li>• gets involved in CAS projects addressing global issues in a local, national or international context</li> <li>• develops awareness and responsibility towards a shared humanity.</li> </ul>
LO 7	Recognize and consider the ethics of choices and actions
Descriptors	<p>Students show awareness of the consequences of choices and actions in planning and carrying out CAS experiences.</p> <p>The student:</p> <ul style="list-style-type: none"> <li>• recognizes ethical issues</li> <li>• is able to explain the social influences on one's ethical identity</li> <li>• takes into account cultural context when making a plan or ethical decision</li> <li>• identifies what is needed to know in order to make an ethical decision</li> <li>• articulates ethical principles and approaches to ethical decisions</li> <li>• shows accountability for choices and actions</li> <li>• is aware of the consequences of choices and actions regarding self, others involved and the community</li> <li>• integrates the process of reflection when facing an ethical decision</li> <li>• shows awareness of the potential and varied consequences of choices and actions in planning and carrying out CAS experiences.</li> </ul>

## Frequently Asked Questions

- **Question 1: How much CAS do I have to have?**  
CAS is an 18 month commitment to achieving the learning outcomes. It is not about counting hours, but is a consistent commitment to experiences that help you to achieve personal growth. There should be a reasonable balance between creativity, activity, and service experiences.
- **Question 2: Can I complete my entire CAS requirement during my senior year?**  
No. CAS is an 18 month commitment. This means that CAS experiences must begin absolutely no later than November of your junior year in order for you to get to the 18 month mark by May of your senior year.
- **Question 3: Can (\*fill in the blank with whatever activity you are considering\*) count as CAS?**  
Consider the following questions in determining if activities count as CAS: Does it fall under at least one of the three strands – Creativity, Activity, Service? *and* Does it help student to achieve at least one of the seven learning outcomes – 1) identify own strengths and develop areas for growth, 2) demonstrate that challenges have been undertaken, developing new skills in the process, 3) demonstrate how to initiate and plan a CAS experience, 4) show commitment to and perseverance in CAS experiences, 5) demonstrate the skills and recognize the benefits of working collaboratively, 6) demonstrate engagement with issues of global significance, 7) recognize and consider the ethics of choices and actions
- **Question 4: What are the CAS Stages?**  
The CAS stages (adapted from Cathryn Berger Kaye’s “five stages of service learning”, 2010) offer a helpful and supportive framework and continuum of process for CAS students as they consider what they would like to do in CAS, make plans, and carry out their ideas. The five CAS stages are as follows: 1) Investigation: Students identify their interests, skills and talents to be used in considering opportunities for CAS experiences, as well as areas for personal growth and development. Students investigate what they want to do and determine the purpose for their CAS experience. In the case of service, students identify a need they want to address. 2) Preparation: Students clarify roles and responsibilities, develop a plan of actions to be taken, identify specified resources and timelines, and acquire any skills as needed to engage in the CAS experience. 3) Action: Students implement their idea or plan. This often requires decision-making and problem-solving. Students may work individually, with partners, or in groups. 4) Reflection: Students describe what happened, express feelings, generate ideas, and raise questions. Reflection can occur at any time during CAS to further understanding, to assist with revising plans, to learn from the experience, and to make explicit connections between their growth, accomplishments, and the learning outcomes for personal awareness. Reflection may lead to new action. 5) Demonstration: Students make explicit what, and how, they learned and what they have accomplished. For example, students share their CAS experience through their CAS portfolio, or with others, in an informal or formal manner. Through demonstration and communication, students solidify their understanding and evoke response from others.
- **Question 5: I have been playing baseball since I was 5 years old. Does baseball count as CAS as I continue to play?**  
Certainly baseball can count as CAS, beginning the first school day of junior year, but students will need to become risk-takers and find aspects of baseball that are outside of their comfort zone. Students will want to come up with ways to challenge themselves and tie their action to the learning outcomes.
- **Question 6: Can a painting that I created for my IB Visual Arts Internal Assessment count as CAS?**  
No. Experiences completed as part of the requirements of the DP subjects, including theory of knowledge and the extended essay cannot be counted as part of your CAS portfolio.
- **Question 7: Do I need to continue my CAS experiences during the summer between junior and senior year?**  
Yes. Since CAS is an 18-month commitment, students should plan to continue to perform activities in the summer between their junior and senior years.
- **Question 8: Can I fail CAS?**  
Successful completion of CAS is a requirement for the award of the IB Diploma. CAS is not formally assessed, but failure to complete CAS requirements WILL prevent students from receiving an IB Diploma.
- **Question 9: What are some examples of CAS activities?**  
CAS activities include, but are not limited to, photography, website development, choir, band, art lessons, aerobics, baseball, swimming, tennis, cross country, implementing a recycling program, reading to the elderly in a nursing home, peer tutoring, getting involved in a lake clean-up, and starting a new club or organization - the possibilities are endless and students are encouraged to choose their own CAS activities. A CAS programme is individualized according to student interests, skills, values and background. Students must discuss with, and get approval from, their CAS Coordinator/Adviser prior to beginning the activity.
- **Question 10: How is the CAS project different than CAS experiences?**  
A CAS project is of at least one month’s duration and challenges students to show initiative, demonstrate perseverance, and develop skills such as collaboration, problem-solving, and decision-making. The CAS project can address any single strand of CAS, or combine two or all three strands. CAS students must be involved in at least one CAS project during their CAS programme.

# A Brief CAS Guide for Parents

Creativity, activity, service (CAS) is intended to be a collection of enjoyable and challenging experiences determined **by the student** to extend their abilities. CAS is an 18-month commitment that begins no later than November of the junior year and continues through May of the senior year.

Through the student's CAS experiences, they are to achieve the following learning outcomes:

- Identify their own strengths and develop areas for personal growth.
- Demonstrate that they have undertaken challenges and developed new skills in the process.
- Demonstrate how to initiate and plan a CAS experience.
- Show commitment to and perseverance in their CAS experiences.
- Demonstrate the skills and recognize the benefits of working collaboratively.
- Demonstrate engagement with issues of global significance.
- Recognize and consider the ethics of choices and actions.

CAS consists of the following strands:

**Creativity** is exploring and extending ideas, leading to an original or interpretive product or performance.

Music, theatre, film, design technology, visual arts, dance, fashion and other experiences that involve creative thinking fall under creativity (for example, joining a choir or engaging with fashion design).

**Activity** is physical exertion contributing to a healthy lifestyle.

Taking on a new sport or extending your ability (for example, with football, yoga, dance, aerobics classes, biking or hiking) counts as activity.

**Service** is collaborative and reciprocal community engagement in response to an authentic need.

By investigating and identifying a community need, then determining a plan of action that respects the rights, dignity and autonomy of all involved (for example, reading to the aged or advocating for a cause), you are performing service.

CAS experiences may cover more than one strand; for example, planning sports events for disadvantaged children may involve both service and activity. Some CAS experiences may involve all three strands; for example, choreographing a performance that promotes the work of a non-profit organization involves creativity, activity and service.

Student responsibilities include:

- Thoroughly familiarize themselves with the school's CAS handbook and timelines.
- Meet with their CAS coordinator or adviser according to the timeline, at least three times over the duration of their CAS programme. Be sure to come prepared.
- Base their choices on their interests, skills, talents and areas for growth to stay motivated. Challenge themselves!
- Balance their experiences between creativity, activity, and service.
- Initiate or engage in at least one CAS project in collaboration with others that extends over at least one month.
- Use the CAS stages as much as possible when considering, planning and undertaking their CAS experiences. Be sure to apply these to service and to the CAS project.
- Ask questions along the way when they need assistance or clarification.
- Participate in meaningful reflection as a way to capture their experiences and summarize their evidence linked to the learning outcomes.
- Enjoy CAS! That is most important—to participate in experiences that assist their personal growth and offer them a world of possibilities.

**Note:** Experiences completed as part of the requirements of the DP subjects, including theory of knowledge and the extended essay, cannot be counted as part of their CAS portfolio.

Please sign this agreement stating that you, the parent, understand the requirements of CAS and will be actively involved in supporting your student's progress in meeting the CAS requirements. The complete CAS Handbook can be found on the Ooltewah High School website under International Baccalaureate.

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Email Address

\_\_\_\_\_  
Phone Number

\_\_\_\_\_  
Printed Name of Student

# CAS Calendar: Procedures & Major Deadlines

DATE	YEAR 1/GRADE 11	YEAR 2/GRADE 12
<b>August/September</b>	<input type="checkbox"/> Orientation meeting  <input type="checkbox"/> First CAS interview between student and CAS Coordinator/Adviser (objective: gauge the student's understanding of CAS, find out the interests of the student, discuss the student's plans for CAS experiences, review the learning outcomes and check for understanding, and ensure the student is aware of how to access ManageBac to gather evidence of CAS)  <input type="checkbox"/> Participation in CAS begins	<input type="checkbox"/> Participation in CAS
<b>October</b>	<input type="checkbox"/> Participation in CAS	<input type="checkbox"/> Participation in CAS
<b>November</b>	<input type="checkbox"/> Participation in CAS	<input type="checkbox"/> Participation in CAS
<b>December</b>	<input type="checkbox"/> Participation in CAS	<input type="checkbox"/> Participation in CAS
<b>January</b>	<input type="checkbox"/> Participation in CAS	<input type="checkbox"/> Participation in CAS
<b>February</b>	<input type="checkbox"/> Participation in CAS	<input type="checkbox"/> Participation in CAS
<b>March</b>	<input type="checkbox"/> Participation in CAS	<input type="checkbox"/> Participation in CAS
<b>April</b>	<input type="checkbox"/> Second CAS interview between student and CAS Coordinator/Adviser (objective: discuss advancements in the student's engagement with CAS, provide oversight regarding the student's progress towards fulfilling CAS requirements, discuss collection of CAS evidence, and provide the opportunity for the student to reflect verbally on his or her CAS involvement.)  <input type="checkbox"/> Participation in CAS	<input type="checkbox"/> Participation in CAS
<b>May</b>	<input type="checkbox"/> Participation in CAS with plans to continue CAS activities through the summer	<input type="checkbox"/> Final CAS interview between student and CAS Coordinator/Adviser (objective: summative in nature with an emphasis on students outlining how they have achieved the CAS learning outcomes in addition to discussing their overall CAS programme. The students are guided to reflect on personal growth from multiple perspectives and how this experience might impact future choices and actions.)  <input type="checkbox"/> GRADUATION!!!
<b>June</b>	<input type="checkbox"/> Participation in CAS	
<b>July</b>	<input type="checkbox"/> Participation in CAS	