# Important Terms and Definitions

**1. I don't know what an IS course is.**

IS stands for "Integrative Studies"

Any 200 level or higher course could be a potential IS course.

IS courses are not "marked" on NazNet or in the course name the way a P(EQ) course is.

What makes an IS course an IS is that YOU chose to use it as one!

For the CME class, you'll pick three courses to use as your IS classes (taken together, these three courses are sometimes referred to as an "IS Cluster". Here are the criteria for your IS classes:

- no more than one course can be from your primary major
- the courses must all be 200 level or higher
- transfer classes can be used as well, as long as they are 200 level or higher
- you can use courses from your minor
- the courses should be memorable and interesting to you!

The spirit of the IS courses is that they are from different disciplines but that for you, there is something of interest or a theme/thread that connects the three of them.

**2. I don't know what <u>my</u> IS courses are.**

Some people may already have their IS courses picked out, which is great.

If you have no idea what courses are your IS classes, you get to pick them out!

Make a list of the upper level (200 or higher) classes that you have taken (you can refer to your old schedules on NazNet if you don't remember the course names/numbers)

Think about which of the classes you liked best. What do you remember from each? What was useful/intriguing/surprising that you learned?

**3. I don't know what an Enduring Question is.**

An Enduring Question is any kind of a "big" or "messy" or "philosophical" question.

Enduring (or "Messy") questions don't have one answer. Rather, they are questions that prompt you to explore an idea and think about something in a big-picture sense.

For example:

"Why do so many kids from the Rochester City School district not graduate" is NOT an enduring question, because it's empirically (by numbers and evidence) answerable.

(it's a good question and an important one, just not an enduring question for the CME!)

"What is equal opportunity" or "What is does it mean to be educated" ARE enduring questions. There's not just one answer, and you could easily think about this question from the perspective of many different disciplines.

Another example:

"How many Americans are obese" is NOT an enduring question. It's empirically answerable and very straightforward.

"What does it mean to be in good health" is an enduring question. You could explore how cultural images of ideal body types have changed over time, how medical measurements of bodily functions have developed and been used to define this, look at how the food choices available to people shape what they eat, and how gender roles influence what kind of body we "think" people should have. It's a big, messy, question you could go a lot of places with.

**4. I don't understand what the EL part of this project is/means.**

EL stands for "experiential learning".

If you've done an internship, study abroad, volunteer work, or observations for a class, you've done an EL experience!

If you haven't done an EL experience, that's ok!

If you have done an EL experience, think about whether there's anything from your EL experience that ties into any of your IS classes, or an enduring question that you'd like to think about.

- Ideally you will tie in your EL experience with your enduring question and CME project, but it's ok if you decide not to.