What is IPRO?
IPRO is an interdisciplinary project-based course designed to achieve a defined set of learning objectives and serve our undergraduate students in fulfilling their two-IPRO (six-credit-hour) general education requirement. Students have the opportunity to showcase their work each semester at IPRO Day (attended by alumni, faculty, staff, potential employers, and university leadership).

What are the three different platforms in IPRO that students can choose from? (for more detail see appendix)
- Traditional IPRO (3 CR)
- IPRO 397: Interprofessional by Design Workshop (3 CR)
- Themed clusters (3 CR)

What are the benefits of IPRO?
IPRO offers an environment to help students develop the discipline, leadership, and communication skills to succeed within a multidisciplinary group. The IPRO experience is intended to compliment a student’s deep experience in their major, providing a set of methods, tools, experiences, and faculty references that make them distinctive (compared to their peers from other universities) in the market.

What are the learning objectives for an IPRO class?
- **Teamwork:** How to be an effective member of an interdisciplinary team, adding expertise of the student’s discipline, and working on topics broader than any one major field.
- **Communication:** How to effectively communicate the technical and non-technical aspects of a project to key stakeholders.
- **Logically correct reasoning:** How to generate a hypothesis using inductive logic and then prove/disprove it using deductive logic.
- **Project management:** How to deliver a desired, planned outcome with time and resource constraints.
- **Ethics:** How to act ethically when conducting research, working in teams, and creating solutions.
When should students register for IPRO?
Students may take an IPRO as a junior and another as a senior (4th and 5th years for architecture majors).

How do I ensure students pick the right IPRO for them?
Students should review the IPRO options (available on the IPRO website) and identify two or three top possibilities. Visiting IPRO Day is a good way to learn about what IPRO teams do, specific projects that might be offered, and what students can derive from the experience.

Is there a progression to IPRO Courses?
We encourage students to take the IPRO 397 course as their first IPRO option which lays a strong foundation for the second IPRO 497 project. However, students taking their first IPRO course can also freely choose from the other IPRO 497 section options as well.

Can students take two IPROs in the same semester?
Students should not to take two IPRO courses in the same semester, unless there are extreme circumstances.

Can a student waive the IPRO requirement?
There are two instances where a student can waive the IPRO course requirement:

For part-time students working full-time:
• A waiver must be submitted to the Office of Educational Services including a resume and documentation of work experience that developed communication and leadership skills, as well as an awareness of economic, marketing, ethical and social issues within the framework of a multidisciplinary team project that is verified by the employer.

For ROTC students:
• The student must be enrolled in one of the three ROTC programs for their junior and senior year.
• The students must actively participate in their respective units for a minimum of 3 semesters.
• The student must attend their respective service’s required summer training any time after the sophomore year.
• Each student must still complete the minimum number of credit hours required for their major.
Appendix
Program structure - three learning platforms for students and faculty:

As IIT’s student body has grown larger and more diverse, we have developed three platforms for satisfying the IPRO requirement:

**IPRO 397**
- Provides students the opportunity for an authentic design experience
- Provides students the tools, experiences, and methods to be successful in the other two IPRO platforms
- Large classes, taught by a faculty team supported by TAs

**Themed clusters**
- Allows students to work on relevant topics they care about.
- 20 – 30 student classes, taught by a faculty team that split content / class management responsibilities.

Although NOT required, students are encouraged to take the 397 course first

**Traditional IPRO projects**
- The “traditional” IPRO format
- Provides students the opportunity to work on contemporary problems with industry experts.
In addition to IPRO LOs, give students the opportunity to have an authentic design experience, prepare students to succeed in future IPROs.

Four

50 – 60 students, broken into teams of 5 or 6 students.

5 faculty team-teaching each section (plus graduate teaching assistants)

Students identify the problem area based on the class topic. Faculty provides templates, methods, examples to guide students through the design process.

- Product design and development
- Digital service design

This class has evolved significantly over the past 5 years (at one time it was called IPRO 2.0). The current version is now stable; it is providing students an authentic design experience while satisfying the IPRO learning goals. This class has been an effective vehicle for training IPRO instructors – the team teaching environment has helped faculty from different colleges learn strategies for delivering project-based learning.
Themed clusters

Objective:
In addition to IPRO LOs, give students the opportunity to work on relevant topics they care about. Allow full time faculty to focus on delivery of content and coaching student teams, not class logistics.

Six

# of sections per semester:
20 – 30 students, broken into teams of 5 or 6

Class size:

Faculty:
1 primary faculty member, supported by a faculty team based on the topic area, supported by one adjunct and one or two TAs, providing project management, logistic support, and supplementary methods.

Based on the cluster theme, further defined by the sponsor or faculty member.

Project description:

Example:
• Urban systems
• Improving STEM education for grades K – 12

Discussion:
We have been refining the cluster concept for three semesters. The goal is to outline a general topic area that remains constant from semester to semester – related projects are defined or refined each semester. Originally intended to have 50 students, we now know the concept works best with 20 – 30 students.
Traditional IPRO projects

<table>
<thead>
<tr>
<th>Objective:</th>
<th>In addition to IPRO LOs, give students the opportunity to work on a relevant, faculty / sponsor driven innovation project.</th>
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</thead>
<tbody>
<tr>
<td># of sections per semester:</td>
<td>10+</td>
</tr>
<tr>
<td>Class size:</td>
<td>8 – 12 students</td>
</tr>
<tr>
<td>Faculty:</td>
<td>1 primary faculty member</td>
</tr>
<tr>
<td>Project description:</td>
<td>Based on the proposal developed by the faculty member (and occasionally a student), often based on a sponsored opportunity. The project has a clear beginning and end, lasting one or two semesters.</td>
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<td>Example:</td>
<td>• Depression research</td>
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<td></td>
<td>• Chamberlain project</td>
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<tr>
<td>Discussion:</td>
<td>This is the traditional IPRO, giving faculty and student the opportunity to work on a diverse range of relevant projects. We have recently been successful in tying these projects into faculty research interests – this benefits both parties.</td>
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