

Guidelines for Quality ICAPS Programs

Quality ICAPS occur when:

- Efforts begin with faculty most optimistic and enthused about IET.
- Faculty are trained in team teaching.
- Faculty members are involved in program design.
- Teaching teams are observed during the first quarter and annually.
- Teaching teams participate in quarterly professional development trainings and sharings.
- Relationships, roles, and responsibilities are clear with all stakeholders in and across organizations, including Student Services, Business Services, Registrar, Finance, etc. as integration program planning and implementation will impact many aspects of the organization.
- Regular communication processes are implemented.
- Faculty members are cross-educated about the culture, norms, and values of their respective areas.
- Leadership is informed and supportive of the project.
- Curriculum is built between Adult Education and Workforce Education.
- CTE outcomes and Adult Ed standards are both measured to demonstrate the impact of the program.
- Recruitment efforts are strategic and happen early in the program development process.
- One point of contact is provided for student services support to students (a navigator.)
- Barriers and conflict are addressed quickly as they pop up.
- Students are “pre-screened” and accepted only when they are ready.
- Programs have stackable credentials leading up to a degree.
- Student funding is identified and made available as part of the recruitment and intake process.