International Finishing Trades Institute
iFTI

7230 PARKWAY DRIVE
HANOVER, MARYLAND 21076

Reaffirmation of Accreditation

Self-Study Report

2023

Preface

On behalf of the students, faculty, staff, and trustees of the International Finishing Trades Institute (iFTI), I am pleased and proud to present to the Council on Education (COE) the results of our institutional self-study for the purposes of reaffirmation.

The purpose of this self-study is to provide a collaborative assessment of the administrative, instructional, and financial status of the iFTI. This document constitutes a comprehensive and fair self-evaluation with respect to the ten standards of accreditation established by the COE.

The primary mission of the iFTI is to advise, assist and coordinate in the training and development of a skilled, educated, and productive workforce for the Finishing Trades Industries. We serve and advance the Finishing Trades Industries through the development and dissemination of educational resources, training, and related services that help affiliates to administer, promote and sustain industry-driven programs that support a culture of lifelong learning for professionals in the finishing trades industries. Our Instructor Training Programs continue to fulfill this mission and to serve our students. Our continued success in fulfilling our mission is exemplified in our adherence to the standards promulgated by the COE.

I want to thank all of the staff of the iFTI for their hard work and dedication in completing this self-study for reaffirmation of our accreditation. Their collective wisdom contributed in ways large and small to this report and will help to provide readers a clear insight and perspective on our institution.

The trustees and I continue to benefit from the result of the self-study process, and we plan to use the acquired knowledge to strengthen and improve our program offerings to better serve our students.

Thomas E. Pfundstein, Ph.D.

Chief Administrator
Director of Curriculum & Instruction

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Self-Study Committee Members

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Standard 3 *Program Outcomes*	**Donna Cruz - Lead** Nicol Augustine Rose Hood Kelly Locke
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Standard 5 *Learning Resources*	**Donna Cruz - Lead** Nicol Augustine Kelly Locke
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Institutional and Community Characteristics

The International Finishing Trades Institute (iFTI) of the International Union of Painters and Allied Trades (IUPAT) is the main campus for the training center and is located at 7230 Parkway Drive, Hanover, Maryland 21076. The telephone number is 410-564-5850. The website is www.ifti.edu. In addition, there are 4 iFTI Instructional Service Centers (ISCs): The Finishing Trades Institute of the MidAtlantic, The Finishing Trades Institute of the Upper Midwest, The North Central Illinois Finishing Trades Institute: Painters District Council No. 30 Joint Apprentice Training Fund, and The Northern California DC 16 Journeyman Training Trust Fund Las Vegas.

The iFTI is the education department for the International Union of Painters and Allied Trades (IUPAT). The iFTI operates as a non-profit ERISA fund under the auspices of the US Department of Labor. Since its founding in 2005, its mission has been to advise, assist, and coordinate in the training and development of a skilled, educated and productive workforce for the finishing trades industries. The iFTI helps affiliates to administer, promote, and sustain industry-driven programs that support a culture of lifelong learning for professionals in the finishing trades. The core purpose of the iFTI is to increase market share and profitability of the finishing trades industries through labor and management collaboration.

The Instructor Training Programs are industry-driven courses of study, designed solely for individuals employed to train IUPAT members by affiliated local unions and apprenticeship programs. The programs offer a certificate upon successful completion. The iFTI does not award degrees. The courses of study for the Instructor Training Programs consist of adult learning and instructional design theory, current practices in health and safety, and choices of craft specific electives. The total number of enrollees was 209 for the 2021-22 fiscal year. The Instructor Training Program has full-time and part-time faculty as well as third-party instructors.

The Instructor Training Programs are delivered in classroom settings with a mixture of lecture and hands-on activities. The courses for the Instructor Training Programs are offered several times each year on the iFTI main campus located in Hanover, Maryland.

Community Characteristics

The iFTI is an international organization which serves individuals throughout the United States and Canada. There are 30 separate local affiliates operating registered apprenticeship programs in 24 states and 4 Canadian provinces. Six of the iFTI affiliated apprenticeship programs have COE accreditation and several more are in various stages of pursuing accreditation. Accredited institutions include: The Finishing Trades Institute of Maryland, Virginia, Washington DC and Vicinities, The Finishing Trades Institute of New England, The Finishing Trades Institute of the Mid Atlantic Region, The Finishing Trades Institute of the Ohio Region, The Finishing Trades Institute of the Upper Midwest, and The North Central Illinois Finishing Trades Institute: Painters District Council No. 30 Joint Apprenticeship & Training Fund.

The local apprenticeship programs provide direct, hands-on training to individuals pursuing careers in the finishing trades and typically rely upon experienced journeyworkers to serve as trainers. These journeyworkers are equipped with invaluable practical experience and knowledge in the finishing trades fields. The iFTI provides resources to support these efforts through financial support, curriculum development and by training and certifying the instructors for the local apprenticeship programs. Through their participation in the iFTI Instructor Training Program they acquire the skills and techniques that help translate those experiences into teachable information.

The finishing trades include all trades that are involved in finishing the surfaces of buildings and other structures. As such, finishing trades are a significant part of the overall construction industry, which is one of the biggest sources of

employment in the United States. The construction sector employed nearly eight million people in the United States in early 2023, which was the highest number since the start of the COVID-19 pandemic.

2022 RAP Conditions Check Sheet

Council on Occupational Education
CONDITIONS CHECK SHEET
RAS/NETI Version – 2022 Edition

CONDITIONS	YES	NO	N/A
1. The institution continues to demonstrate that it satisfies each of the eligibility requirements for Candidate for Accreditation. (See *Handbook of Accreditation*, pgs. 7-8)	X		■
2. The institution conducts its affairs with acceptable standards of honesty and integrity. (See *Handbook of Accreditation*, pg. 29*)*	X		■
3. The institution meets all lawful obligations imposed by state and federal agencies. (See *Handbook of Accreditation*, pg. 29*)*	X		■
4. The institution has notified the Commission of any individual affiliated with the institution who has been debarred by a government agency or another accrediting agency or was an owner , an administrator, or a governing-board member of a COE-affiliated institution that was denied accreditation, was dropped from accreditation, or closed without providing a teach-out or refunds to currently enrolled students. (See *Handbook of Accreditation*, pgs. 29-30*)*			X
5. The institution occupies its own physical facilities and is not co-located with another institution. (See *Handbook of Accreditation*, pg. 10*)*	X		■
6. The institution maintains a permanent accreditation file which contains items set forth in the Commission conditions. (See *Handbook of Accreditation*, pg. 24)	X		■
7.(If required to operate.) The institution has a current license for the main campus. (See *Handbook of Accreditation*, pg. 8*)*			X
Item 8: This item is to be completed by Visiting Teams during accreditation visits.			
8. List ID numbers and expiration dates of licenses for all campuses:			
9. The on-site administrator or other full-time employee at the main campus attended the Commission-sponsored workshops for the preparation of the Self-Study Report and workshops for submitting the Annual Report within six to eighteen months prior to hosting the accreditation visiting team. (For initial accreditation, the institution must also have a valid certificate for having attended the Candidate Academy.) (See *Handbook of Accreditation*, pg. 11)	X		■
10.For initial accreditation or reaffirmation of accreditation, the institution has posted a notice on the home page of the institution's website and on at least one social media platform until accreditation is granted or reaffirmed. This notice must be placed at least sixty (60) days prior to hosting the accreditation visit and must state that the institution is applying for initial accreditation or reaffirmation of accreditation with the Commission of the Council on Occupational Education. (See *Handbook of Accreditation*, pgs. 49-50*)*	X		
Item 11: This item is to be completed by Visiting Teams during accreditation visits.			
11.Date notice was published:			
12.The institution has submitted an evaluation of Standards form from one of its occupational advisory committees within 12 months of the institution's scheduled visit, but prior to the preliminary visit. (See *Handbook of Accreditation*, pg. 50*)*	X		■
13.The institution has informed the Commission of all planned and unplanned substantive changes. (See *Handbook of Accreditation*, pgs. 31-34*)*	X		
14.Innovative or experimental programs operated at variance with the standards have received Commission concurrence prior to implementation. (See *Handbook of Accreditation*, pg. 6*)*			X
15.Documents the institution has filed with the Commission accurately represent the status of the institution. (NOTE: If this statement is checked "NO", documentation which demonstrates the institution's misrepresentation must be submitted with the team report.) (See *Handbook of Accreditation*, pgs. 24-26*)*	X		■

Accredited Institutions Only 16.The institution's use of the accreditation seal complies with Commission conditions. (See *Handbook of Accreditation*, pg. 25)	X		
17.The institution adheres to the Commission's condition on the monitoring of institutional growth and has notified the Commission of increases in total Full-Time Equivalent (FTE) that equal or exceed 25% of the established baseline. (See *Handbook of Accreditation*, pg. 45)	X		
18.Student recruitment activities used by the institution are truthful and avoid any false or misleading impressions of the institution, its programs and services, or employment, and are in compliance with all other Commission conditions governing recruitment. (See *Handbook of Accreditation*, pgs. 45-46)	X		■

CONDITIONS CHECK SHEET:
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CONDITIONS (continued)	YES	NO	N/A
19. Media used by the institution for advertising purposes is truthful and presented with dignity to avoid any false or misleading impressions of the institution, its programs and services, or employment, and are in compliance with all other Commission conditions governing advertising. (See *Handbook of Accreditation*, pgs. 46-47)	X		
20. A website and other official informational documents which are made available through various media (hard copy or online) to provide the information specified in the *Handbook of Accreditation* must be readily available to students, prospective students, and other constituents. (See *Handbook of Accreditation*, pg. 92*)*	X		
21 .If the institution employed a consultant for the purpose of assisting in the accreditation process, it has submitted a copy of the consultant's resume to the Council within seven days after employment was secured, and it can demonstrate that the terms of the consultant's contract meet Commission conditions stated in the Handbook of Accreditation. (See *Handbook of Accreditation*, pg. 15*)*			X
22. The role of contractors hired by candidate/accredited institutions (if any) must exclude the authority to make official decisions for the institution or to serve in the role of accreditation liaison officer for the institution. (See *Handbook of Accreditation*, pg. 47-48*)*			X
23. If the institution participates in Title IV Financial Aid programs, it does not contract more than 25% of the instruction of one or more of its programs with an external entity. (See *Handbook of Accreditation*, pg. 47-48*)*			X
24. Clear indication must exist that the faculty and staff were responsible for preparing, revising and editing any documents required in the accreditation process. (See *Handbook of Accreditation*, pg. 15*)*	X		
25. The institution has named an accreditation liaison officer who is a staff member located at the main campus. (See *Handbook of Accreditation*, pg. 23*)*	X		
Status with Other Agencies: A "YES" response for statements #1-8 signifies that the institution is in compliance with the Commission's Conditions.			
1.The institution is not the subject of an interim action by a state or federal agency potentially leading to the suspension, revocation, withdrawal, or termination of the institution's legal authority to provide postsecondary education in any state in which it operates. (See*Handbook of Accreditation*, pg. 49*)*	X		
2.The institution has not had its state/federal agency approval suspended, revoked, withdrawn, or terminated, even if the required due process procedures have not been completed within any state in which it operates. (See *Handbook of Accreditation*, pg. 49*)*	X		
3. The institution has not voluntarily withdrawn its candidacy or accreditation while not in good standing from a nationally recognized accrediting agency. (See *Handbook of Accreditation*, pg. 49*)*	X		
4. The institution has not had its candidacy or accreditation withdrawn or been placed on public probation by a nationally recognized accrediting agency. (See *Handbook of Accreditation*, pg. 49*)*	X		
5. The institution is not the subject of an interim action by another accrediting agency potentially leading to the suspension, revocation, or withdrawal of candidacy or accreditation. (See *Handbook of Accreditation*, pg. 49*)*	X		
6. The institution has not been notified of the loss of any agency's accreditation even if the due process procedures have not been completed. (See *Handbook of Accreditation*, pg. 49*)*	X		
7. The institution describes itself in identical terms with regard to identity (i.e., main campus, branch campus, branch campus to main campus relationship), mission, governance, programs, degrees, diplomas, certificates, personnel, finances, and constituents to all federal, state, and other agencies, including accrediting agencies. (See *Handbook of Accreditation*, pg. 49*)*	X		

| 8. Institutions seeking dual accreditation have submitted the reasons for wanting dual accreditation to each accrediting agency and to the Secretary of the U.S. Department of Education, and the institution has designated which agency's accreditation is to be utilized in determining the institution's eligibility for program participation under the Higher Education Act. (See *Handbook of Accreditation*, pg. 49*)* | | | X |

Non-Main Campus Sites: General	YES	NO	N/A
1. Ownership of all non-main campus sites is the same (same governance, entity, proprietorship or partnership, or the same corporation) as the main campus. (See *Handbook of Accreditation*, pgs. 37-40*)*	X		

CONDITIONS CHECK SHEET:
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	YES	NO	N/A
2. The Commission has approved every instance where the names of non-main campus sites have been expanded to clearly identify different locations or specific programs. (See *Handbook of Accreditation*, pgs. 37-40*)*	X		
3. Non-main campus locations operate under the supervision of a full-time, on-site administrator who reports to the chief administrator at the main campus. (See *Handbook of Accreditation*, pgs. 37-40*)*	X		
Non-Main Campus Sites: Branch Campuses	**YES**	**NO**	**N/A**
1. The complete name of the main campus and the branch is identified in all publications and advertisements when using a campus name. (See *Handbook of Accreditation*, pgs. 37-40*)*			X
2. Duplicate records on personnel, financial matters, student attendance, and student educational progress and outcomes data for non-main campus sites are kept at the main campus. (NOTE: Institutions capable of maintaining and accessing records electronically may keep all records previously mentioned at the main campus.) (See *Handbook of Accreditation*, pg. 37-40*)*			X
3. Programs offered at non-main campus sites are approved by the Commission and are described in the main campus catalog (or catalog supplements for branch campuses). (See *Handbook of Accreditation*, pgs. 37-40*)*			X
Non-Main Campus Sites: Extension Campuses	**YES**	**NO**	**N/A**
1. Extensions are located within a fifty-mile radius of the main campus. (See *Handbook of Accreditation*, pg. 39*)*			X
2. All extension programs are included in the main campus catalog. (See *Handbook of Accreditation*, pg. 39*)*			X
Non-Main Campus Sites: Extended Classrooms	**YES**	**NO**	**N/A**
1. Extended classrooms must be located within two miles of a **main** or **branch** campus. (See *Handbook of Accreditation*, pg. 40*)*			X
2. Extended classrooms must be supervised by the chief administrator of the **main** or **branch** campus. (See *Handbook of Accreditation*, pg. 40*)*			X
Non-Main Campus Sites: Instructional Service Centers	**YES**	**NO**	**N/A**
1. Program instruction at instructional service centers is under the direct control of the main campus and located within the geographic service area designated by the governing board of the institution. (See *Handbook of Accreditation*, pg. 39-40*)*	X		
2. All instructional service center offerings are approved by the Commission. (See *Handbook of Accreditation*, pg. 39-40*)*	X		
3. All student services are available on-site at the instructional service center and the full range of student services is made accessible to participating students at the main campus. (See *Handbook of Accreditation*, pg. 39-40*)*	X		
4. Instructional service centers are a joint venture between the institution and an employer or another educational agency. (See *Handbook of Accreditation*, pg. 39-40*)*	X		
5. The complete name of the main campus is identified in all publications and advertisements when referring to an instructional service center. (See *Handbook of Accreditation*, pg. 39-40*)*	X		
Non-Main Campus Sites: Additional Space	**YES**	**NO**	**N/A**
1. Additional space acquired for instructional or student services purposes must be located within one quarter of a mile from a **main** campus or **branch** campus. (See *Handbook of Accreditation*, pg. 40*)*			X

STANDARD ONE: Institutional Mission

INTRODUCTION:

The International Finishing Trades Institute (iFTI) was established in 2005 jointly by the International Union of Painters and Allied Trades (IUPAT). The training of the journeypersons and apprentices occurs through local and regional organizations established by the union and its employer partners. Specifically, the iFTI seeks to promote and sustain industry-driven programs that support a culture of lifelong learning for professionals in the finishing trades through the development and dissemination of educational resources, training, and related services that they help affiliates to administer. The iFTI provides ongoing education and training using a standardized curriculum developed and implemented that is consistent with our mission to set the standard of excellence in the finishing trades. In particular, the iFTI trains the instructors who teach the current and future generations of apprentices and journeypersons. With this goal in mind, the iFTI Instructor Training Program is constantly evolving to remain at the cutting edge of our trades and fulfill its purpose to develop and expand a qualified and competitive workforce for the finishing trades industries.

1. The primary mission of the institution is to instruct students to such competency levels that they are qualified for initial employment and/or career advancement.

ANALYSIS: The mission of the iFTI To advise, assist and coordinate in the training and development of a skilled, educated, and productive workforce for the finishing trades industries. The core purpose of the iFTI is to establish and support a standardized educational and training system for all craft professionals within the finishing trades through oversight of the apprenticeship training and journeyperson upgrade training programs. By educating those individuals who are engaged in training the apprentices and journeypersons, the iFTI accomplishes a significant part of its mission. The Instructor Training Programs offer opportunities for individuals who are already employed by apprenticeship training programs as instructors. These programs are integral to the efforts of the iFTI to raise the overall level of apprenticeship training.

DOCUMENTATION:
1. iFTI Mission Statement

2. The institution's mission is clearly and concisely stated in written form and represents the official statement of the institution.

ANALYSIS: The mission statement is publicly available in the student handbook in a clear and concise form. It represents the official position of the institution and puts into words the commitment of the trustees to serve the needs of a better trained workforce.

DOCUMENTATION:
2a. IFTI Student Handbook, p.5
2b. Mission Statement framed photo

3. The institution has a published hard-copy and/or online.

ANALYSIS: The mission statement is printed in the student handbook and prominently displayed as wall art throughout the iFTI main campus and ISCs. The student handbook is available in print and online at www.iFTILMS.org and is the main resource for students and others interested in the iFTI Instructor Training Programs.

DOCUMENTATION:
3a. iFTI Student Handbook, p.5
3b. Mission Statement framed photo

4. The mission statement is publicly available.

ANALYSIS: The current mission statement is contained within the iFTI Strategic Plan and published in the iFTI Student Handbook, publicly available online and is posted in the iFTI lobby and throughout the training center and ISCs. It is consistently used by the iFTI and is available to the public through these documents.

DOCUMENTATION:
4a. Screenshot of LMS Homepage
4b. iFTI Student Handbook p.5

5. The mission statement is used consistently in publications.

ANALYSIS: The mission statement is consistently used by the iFTI and is available to the public through publications such as the iFTI Student Handbook, the iFTI Strategic Plan, and it is also available on the iFTI LMS.

DOCUMENTATION:
5a. Screenshot of Mission Statement on LMS Homepage
5b. iFTI Student Handbook p.5
5c. iFTI Strategic Plan 2023 Page 1 Mission Statement

6. The institution has an organized and functional institutional advisory committee.
ANALYSIS: The iFTI operates under the auspices of a Board of Trustees composed of an equal number of IUPAT representatives and employers from the industry. The Board of Trustees also functions as the Institutional Advisory Committee for the iFTI. The trustees set policies for the institution, review budgets, plan strategically, hire the Fund Administrator and the Director of Curriculum & Instruction, represent the school in the community and assist in meeting the overall goals of the institution. They fulfill all of the required functions of the Institutional Advisory Committee.

DOCUMENTATION:
6. IFTI Institutional Advisory Committee Roster

7. The institutional advisory committee is composed of no less than three persons all of whom are external to the institution.

ANALYSIS: Of the 12 individuals on the Board, 6 are external to the IUPAT and no one is directly employed by iFTI.

DOCUMENTATION:
7. The iFTI Institutional Advisory Committee Roster

8. The institutional advisory committee has at least three external members who meet these criteria present at each meeting (with at least two members physically present and one virtually present)

ANALYSIS: The Institutional Advisory Committee meetings exceeds the minimum required external members at each meeting.

DOCUMENTATION:
8a. The iFTI Institutional Advisory Committee Roster
8b. iFTI Board of Trustees Meeting Agenda

9. The Institutional Advisory Committee meets at least once annually.

ANALYSIS: The Board of Trustees meets 2 times each calendar year in its capacity as the Institutional Advisory Committee.

DOCUMENTATION:
9*. The iFTI Institutional Advisory Committee Minutes BOT*

10. The institutional advisory committee keeps typed minutes to document their activities, recommendations, and meeting attendance.

ANALYSIS: The activities, recommendations and meeting attendance are documented in the minutes of every Board of Trustees meeting and are available for review by COE. There are minutes available specific to the iFTI function of the Instructional Advisory Committee.

DOCUMENTATION:
10. The iFTI Institutional Advisory Committee Minutes BOT

11. Is used to seek input and provide community involvement in maintaining a relevant mission for the institution.

ANALYSIS: The iFTI supports local union joint apprenticeship training funds in their efforts to reach out to the communities.

DOCUMENTATION:
11a. IUPAT PATCH Website
11b. AA Local Workforce Development Board
11c. Maryland Governor's Workforce Investment Board

CHALLENGES and SOLUTIONS:
The future of the finishing trades is affected by the vagaries of the cyclical economy and the long-term changes that determine employment opportunities.

One way to address these challenges is to make sure that the technical-based education system and state of the art technology is up-to-date and available to workers. The iFTI also makes sure that the educational programs it develops and supports continue to be relevant to the mission as new and emerging technologies change the face of the industry, and by providing trainers with the skills and tools to transmit that knowledge.

SUMMARY:
We believe that the iFTI is in full compliance with Standard 1.

STANDARD TWO: Educational Programs

<p align="center">iFTI Associate Instructor Training Program</p>

<p align="center">iFTI Master Instructor Training Program</p>

iFTI Associate and Master Instructor Training Programs

INTRODUCTION:
The iFTI Instructor Training Program encompasses the Associate Instructor and Master Instructor courses of study. The primary required courses are two Teaching Techniques classes, a selection from a variety of health and safety classes, and a number of elective technical classes for a total of 4 classes required for the Associate Instructor Training program and 10 classes required for the Master Instructor Training program including a Capstone project. These classes are offered regularly throughout the year at the iFTI campus in Hanover, Maryland and at the four iFTI Instructional Service Centers. The program is designed to train and develop the instructors who are employed at IUPAT local joint apprenticeship training programs throughout the United States and Canada. These individuals are employed by the local organizations established to train and develop apprentices and journeypersons. Participation in the Instructor Training Program is based upon recommendation and approval by leadership in the local councils.

iFTI Associate Instructor Training Program

A. PROGRAM ALIGNMENT AND ADMINISTRATION

The institution has implemented a systematic process to document that each program:

1. Aligns with the mission of the institution

ANALYSIS: The iFTI's Associate Instructor Training Program is aligned with the iFTI's Mission Statement and ensures all student members are provided training in theory and practical experiences by industry experts. The iFTI assists in the ongoing education and training of our members by coordinating relevant curriculum and instruction development and is implemented with our mission in mind to continue to set the standard of excellence for a productive workforce in the trades our members represent. An explanation of the training offered for each trade is outlined in the iFTI Programs of Study.

DOCUMENTATION:
A1a. iFTI Mission and Purpose Statement
A1b. The iFTI Programs of Study iFTI_Programs_of_Study- About Ifti
A1c. Program Objectives Exhibit

2. Has clearly stated objectives

ANALYSIS: Each course developed by the iFTI for the Associate Instructor Training program has clearly written learning objectives that are communicated during training implementation and is stated in the course syllabi. These learning objectives are student-centered and measurable and clearly state the expected performance outcome of the student.

DOCUMENTATION:
A2a. iFTI Course Syllabus - FTI 1114C OSHA 510
A2b. iFTI Course Syllabus - FTI 1119C OSHA 501

3. Has content relative to its objectives and aligned with the needs of the people and industries served by the program

ANALYSIS: The iFTI has a custom developed curriculum for the Associate Instructor Training program that ensures alignment of the content with the course objectives and meets the needs of the participants and the industry we serve. Content of the iFTI Associate Instructor Training program is developed specifically for the trades we serve in collaboration with experienced iFTI tradespersons as well as industry and educational partners and includes professional and leadership development curriculum.

DOCUMENTATION:
A3a. iFTI Course Syllabi
A3b. FTI 1001 Teaching Techniques for Adults NOTEBOOK
A3c. iFTI 1162 - 4 Hour Noise and Hearing Conservation - Instructor Version
A3d. FTI 1000 Intro to Teaching Tech_Notebook

4. Is evaluated annually to ensure currency of its objectives and content

ANALYSIS: The Associate Instructor Training Program courses are evaluated by students completing an end of course survey. Survey results are shared with the iFTI faculty, staff, and the OAC to ensure the relevancy and currency of the content and its objectives to continuously improve the outcomes for our student instructors.

DOCUMENTATION:
A4a. OAC Meeting Minutes 2017-2023
A4b. Student End of Course Surveys

5. Has varied evaluation methodologies that reflect established professional and practice-based competencies

ANALYSIS: The iFTI Associate Instructor Training Program has established evaluation methodologies to measure practice-based competencies and learning through skill demonstrations, activity-based practice in small or large groups and hands-on educational experiences for students to demonstrate competency in the specific skills, and knowledge learned in the program. Student learning and achievement of the desired outcomes may be measured using a rubric for task performance, checklists, end of course knowledge checks, and/or instructor evaluation during classroom module activities. These methodologies ensure that our students are equipped to transfer the skills and knowledge learned into real-world performance.

DOCUMENTATION:
A5a. Task Assessments
A5b. Activity Assessment_Handout
A5c. Knowledge Check

6. includes coursework that is qualitatively and quantitatively consistent at each campus where it is offered.

ANALYSIS: The iFTIs coursework is qualitatively and quantitatively consistent on the iFTIs main campus and in its Instructional Service Centers. A common curriculum is developed for consistency in learning. Each course incorporates qualitative coursework such as the application of critical thinking, analysis, group activities, role play and direct observation. Quantitative coursework includes the data collected from quizzes, surveys, in-class activities and other computational measurements, where appropriate.

DOCUMENTATION:
A6a. iFTI Programs of Study

7. The institution ensures that each program is approved and administered under established institutional policies and procedures and supervised by an administrator who is part of the institutional organization.

ANALYSIS: The Associate Instructor Training Program is administered and managed under the guidance of the OAC and is identified in the National Guideline Standards (NGS) of Apprenticeship and adheres to the operating principles of the iFTI mission and the Programs of Study to ensure a skilled, educated and productive workforce. The Associate Instructor Training program is supervised by the Chief Administrator employed by the IUPAT/iFTI.

DOCUMENTATION:
A7a. Programs of Study
A7b. iFTI Organizational Chart
A7c. Resume for Chief Administrator
A7d. Curriculum and Technology SubCommittee Meeting Minutes
A7e. iFTI Curriculum Task Force Meeting Minutes
A7f. iFTI LMS Task Force Meeting Minutes

8. The institution ensures that each program includes on-campus administrators and faculty in planning activities.

ANALYSIS: The iFTI conducts meetings with full-time, on-campus, iFTI administrators and faculty members, and elicits help from trade-specific curriculum development committees who are subject matter experts in the trade and who are trained iFTI instructors. These aforementioned professionals, as well as the OAC have input on activities pertaining to the appropriateness of the design, development, implementation and evaluation of instructor development program components.

DOCUMENTATION:
A8a. The iFTI Organizational chart
A8b. iFTI Curriculum Task Force Meeting Minutes
A8c. Curriculum and Technology SubCommittee Meeting Minutes
A8d. iFTI LMS Task Force Meeting Minutes
A8e. iFTI Faculty Resumes

9. The institution considers the length and the tuition of each program in relation to the documented entry level earnings of completers.

ANALYSIS: N/A. There are no tuition costs for the Instructor Training Programs.

DOCUMENTATION:
A9a. Employer Verification Forms

Each associate degree program meets the following requirements:

10. The program is designed to lead graduates directly to employment in a specific career.

ANALYSIS: N/A. The iFTI does not offer an associate degree program.

DOCUMENTATION:
A10. N/A

11. The appropriate applied degree title, such as Associate of Applied Technology, Associate of Applied Science, Associate of Occupational Studies, Associate of Science, or Associate of Occupational Technology, is used and includes the specific career and technical education field.

ANALYSIS: N/A. The iFTI does not award associate degrees.

DOCUMENTATION:
A11. N/A

12. The program has a minimum of 60 semester hours or 90 quarter hours.

ANALYSIS: N/A. The iFTI does not operate on semester hours or award associate degrees.

DOCUMENTATION:
A12. N/A

13. The program includes a minimum of 15 semester hours or 23 quarter hours of general education courses that are not applicable to a specific occupation, with a minimum of one course from each of the following areas: humanities, behavioral sciences, natural or applied sciences, and mathematics.

ANALYSIS: N/A. The iFTI does not operate on semester hours.

DOCUMENTATION:
A13. N/A

14. A credit hour is equivalent to a minimum of each of the following: one semester credit for 15 clock hours of lecture, 30 clock hours of laboratory, or 45 clock hours of work-based activities; or one quarter credit for 10 clock hours of lecture, 20 clock hours of laboratory, or 30 clock hours of work-based activities.

ANALYSIS: N/A. The iFTI does not operate on semester hours.

DOCUMENTATION:
A14. N/A

B. OCCUPATIONAL ADVISORY COMMITTEE ACTIVITIES

1. Occupational advisory committees are appointed for each program to ensure that desirable, relevant, and current practices of each program are being taught.

ANALYSIS: The iFTI's Occupational Advisory committee represents instructors and training directors from various regions who are experienced not only in the trades but also experienced in the iFTI Instructor Training Program and can provide suggestions for program modifications and improvements. These committee members provide real-life perspectives on current industry issues and trends and the needs of the instructors to be qualified and able to manage learning outcomes through desirable, relevant, and current instructional practices.

DOCUMENTATION:
B1. OAC Member Roster

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Each occupational advisory committee complies with the following requirements:

2. Consists of a minimum of three members external to the institution.

ANALYSIS: The iFTI Occupational Advisory Committee has 5 members who are external to the institution and are Chief Administrators for their COE accredited institutions.

DOCUMENTATION:
B2. OAC Member Roster

3. Represents expertise in the occupational field/s for which the program prepares students.

ANALYSIS: The OAC represents experts in the iFTI trades industry who are also experienced iFTI instructors who provide suggestions for enhancements and/or improvements in the curriculum. The OAC members have worked in the apprenticeship, taught in the apprenticeship programs and are directors of training for COE accredited institutions.

DOCUMENTATION:
B3. iFTI_OAC Faculty Resumes

4. Represents each service area covered by the program at each meeting (all locations).

ANALYSIS: The OAC meeting attendance includes representation from the iFTI main campus and ISCs.

DOCUMENTATION:
B4. iFTI/OAC Organizational Chart

5. Has at least three external members who meet these criteria present at each meeting.

ANALYSIS: The OAC meetings are planned and scheduled so that the meeting attendance requirements of at least three external members who represent expertise in the instructor field are present. Meetings are scheduled so that all committee members are likely to be present at each meeting.

DOCUMENTATION:
B5a. OAC Member Roster
B5b. iFTI_OAC Faculty Resumes
B5c. OAC Meeting Agenda 2017-2023

6. Conducts at least one face-to-face meeting annually with at least two of the three required external members physically present (one or more external members may be virtually present).

ANALYSIS: The iFTI conducts at least one face-to-face OAC meeting annually with at least two of the three required OAC members physically present while others may attend virtually. The iFTI attempts to consider location and timing to ensure as many committee members can be physically present at the meetings.

DOCUMENTATION:
B6a. OAC Meeting Agenda 2017-2023
B6b. OAC Group Photo

7. Follows an agenda and maintains typed minutes to document its activities, recommendations, meeting attendance, and demographic information for each member

ANALYSIS: The iFTIs COE Liaison creates and shares a meeting agenda with the OAC members at the time of the meeting invitation. Typed meeting minutes that document attendance, member demographics, time, day, location of meeting as well as meeting activities and the training and education recommendations that were discussed are all captured and shared.

DOCUMENTATION:
B7a. OAC Meeting Agenda 2017-2023
B7b. OAC Meeting Minutes 2017 - 2023

8. Occupational advisory committees review each educational program no less than once annually and provide the institution with state-of-the-industry updates/information and projections of changes that may occur within the industry that committee members represent.

ANALYSIS: The iFTI OAC reviews the Associate Instructor Training program no less than once annually. The OAC provides industry-related information, input and recommendations to ensure that current and quality content is included in the training program. The OAC's review also includes the type of instruction (such as lecture, laboratory, on-the-job learning, and/or mode of delivery) offered within each program to assure that students gain competency with specific skills required for successful completion of the instructor training program.

DOCUMENTATION:
B8a. OAC Activities OAC Meeting Minutes 2017 - 2023
B8b. Employer Verification of 3 OAC Members per program

9. Occupational advisory committees assess program graduation requirements as an indicator of the level of completer preparedness.

ANALYSIS: The iFTI conducts instructor evaluations with Associate Instructor Program completers to assess the competency of training delivery of iFTI and trade specific classes at the District Council level. As a direct result of observation, the evaluator provides feedback to ensure the instructor is highly prepared to demonstrate the teaching techniques skills and competencies learned in the Associate Instructor Training Program. These evaluations are reviewed with the OAC at the annual OAC meeting with the opportunity to make suggestions for program enhancement.

DOCUMENTATION:
B9a. Instructor Evaluation and Enhancement Form_HaskellM - DC1M Evaluation
B9b. All Meeting Minutes and Agendas 2017-2023
B9c. iFTI Instructor Pathway

C.   INSTRUCTIONAL ACTIVITIES

1. Academic competencies are integrated into the curriculum or instructional plan for each occupational program.

ANALYSIS: Academic competencies are integrated into the iFTI's Instructor Training Program curriculum and instructional plans which are provided for each instructor during their training. Course syllabi outline a path for achieving the desired objectives and competencies through the instructional activities. The iFTI Instructor Training Program integrates academic competencies and occupational skills in a manner that is appropriate for the goal of improving local apprenticeship training.

DOCUMENTATION:
C1a. iFTI Programs of Study
C1b. Course notebook for FTI 1000 Teaching Techniques for Adults
C1c. iFTI Course Syllabi and Teaching Tech link

2. Each program provides instruction in the occupational skills essential to success in the occupation, including job knowledge, work habits, and attitudes.

ANALYSIS: The Associate Instructor Training Program provides a pathway for iFTI instructors to develop occupational skills to strengthen the quality of training provided to individuals seeking or currently performing work in the finishing trades. Participants in the program are instructors employed by iFTI local training organizations and have sufficient knowledge and experience in attitudes, job requirements and work habits of the industry and are given the tools to use instructional strategies such as hands-on techniques and real work simulation through the program.

DOCUMENTATION:
C2a. iFTI Programs of Study
C2b. iFTI Course Syllabi and Teaching Tech link
C2c. Pictures of AGMT class -DEC2022
C2d. Course Notebook for FTI 1000 Introduction to Teaching Techniques for Adults

3. The sequence of instruction required for program completion (lecture, lab, and work-based activities) is determined by desired student learning outcomes.

ANALYSIS: The iFTI Instructor Pathway outlines the 4 class requirements for the Associate Instructor Training program which begins the pathway for instructors to reach the desired learning outcomes to be proficient in developing and delivering instruction with skills and knowledge in teaching and safety practices. A syllabus for each of the instructional courses provides a suggested sequence of instruction that includes the two core teaching techniques courses, health and safety and elective courses scheduled annually at the iFTI main campus Training Center and at the ISCs allowing courses to be taken on a schedule convenient for the students.

DOCUMENTATION:
C3a. iFTI Course Syllabi
C3b. iFTI Programs of Study
C3c. iFTI Instructor Pathway
C3d. FTI 1000 Intro to Teaching Tech_Notebook
C3e. FTI 1000 Workbook Handouts_Combined

The organization of syllabi, lesson plans, competency tests, and other instructional materials is used to:
4. define a sequence for the achievement of objectives
5. guide the delivery of instruction
6. direct learning activities, and
7. indicate benchmarks for student progress that are indicated in the student's permanent record.

ANALYSIS: All course materials, including syllabi, lesson plans, tests/practical assessments and other instructional materials are organized in a sequence conducive to the achievement of the objectives, to guide the delivery of the instruction, to ensure competency by directing instructors to successfully conduct learning activities, and to track student progress in the programs that are part of their permanent educational transcript and member record. These materials are organized in electronic and printed formats and found in the iFTI Learning Management System.

DOCUMENTATION:
C4-C6a. iFTI Course syllabi
C4-C6b. iFTI Programs of Study
C4-C6c. FTI 1000 Intro to Teaching Tech_Notebook
C7. iFTI Student Transcript_MORESCHI_MIKE

8. To develop skill proficiency, sufficient practice is provided with equipment and materials similar to those currently used in the occupation.

ANALYSIS: The instructional activities ensure that the course materials and equipment are properly used and reflective of the environment in which they will be teaching. Students have access to materials to provide examples and hands-on practice to develop the skills needed in their occupation as an instructor.

DOCUMENTATION:
C8. Photo - Instructional Materials in Teaching Tech and Respirator Safety Class

9. Job-related health, safety, and fire-prevention are an integral part of instruction and are incorporated into curricula as is appropriate to the occupation.

ANALYSIS: The iFTI Instructor Training Programs are introduced to job-related and general health and safety courses for safe and successful completion of the program. Emergency procedures are posted at each door and fire extinguishers are located throughout the main campus and the ISCs. Safety and health issues are integrated in an appropriate manner into the curriculum of the Instructor Training Program through courses that focus specifically and entirely on health and safety related instruction.

DOCUMENTATION:
C9a. iFTI Programs of Study
C9b. iFTI Course Syllabus for COR 1163 Safety in Fire Prevention
C9c. Evacuation Plan and Emergency Response Procedures
C8a. Instructional Materials in Teaching Tech and Respirator Safety Class

10. Orientation to technology is provided and technical support is available to students.

ANALYSIS: At the start of the program, students in the Instructor Training Program receive an in-person orientation that includes an Introduction to technology and the use of the Learning Management System (LMS). Technical support is provided via email.

DOCUMENTATION:
C10a. Welcome Learners Presentation
C10b. FTI_LMS_Learner_Manual

11. A systematic, objective, and equitable method of evaluating student achievement based on learning objectives and required competencies has been implemented.

ANALYSIS: The iFTI uses a systematic process for the analysis, design, development, implementation and evaluation of its instructor training programs. With this in place, student achievement is consistently measured using written examinations, and practical assessments, and instructor and peer observation during learning activities to determine the student's level of understanding and achievement of the objectives.

DOCUMENTATION:
C11a. Introduction to Teaching Techniques Workbook Handouts_Combined
C11b. Instructor Evaluation - ArvayoD 07132022 GF
C11c. 4 HR Heat Stress- POST-Knowledge Check 2022
C11d. FTI 1001 Teaching Tech - Instructor and Self Assessment Documents
C11e. PNT Task Assessment Painter Levels I II III

CHALLENGES and SOLUTIONS:
The iFTI's instructor pool is spread across the United States and Canada. Traditionally, the instructors have come to the iFTI Training Center in Hanover, MD. Time constraints may play a factor in an instructor's participation due to time spent traveling. Our challenge is to reach more instructors to participate in, and complete the iFTI Instructor Training Programs. A plausible solution for the iFTI to gain greater participation and ensure higher program completion rates is to regularly schedule instructor training classes at the iFTI at our four COE accredited Instructional Service Centers in the U.S. (Minnesota, Illinois, Philadelphia and Las Vegas.)

The iFTI Instructor Evaluation and Enhancement is a newly designed evaluation tool used for direct observation of the iFTI instructors. The challenge is to conduct these in-person evaluations with consistency. A plausible solution to this is twofold; the iFTI staff will schedule more evaluations in the coming year as well as elicit the help of the Directors of Training to also conduct the evaluations in their local training centers.

SUMMARY:
We believe that the iFTI is in full compliance with Standard 2 for the iFTI Associate Instructor Program.

POSTSECONDARY EDUCATIONAL PROGRAMS

DATA COMPILED AS OF (date): 10/15/2022

Programs listed below are those of the: [X] Main Campus [X] Other Campus Location: [ ]

Check appropriate box to indicate method of measuring program length: [X] Clock Hours [ ] Semester Credit Hours Complete Clock Hour/ Credit Hour Chart [ ] Quarter Credit Hours Complete Clock Hour/ Credit Hour Chart

PROGRAM NAME / CIP Code (Use One Line For Each Program)	PROGRAM LENGTH		% of Program's Total Length Available Through Distance Education	INSTRUCTIONAL DELIVERY METHOD (Check One or Both)			CREDENTIAL			PROGRAM START DATE	STUDENTS		INSTRUCTORS	
	Clock Hours	Credit Hours		Traditional	Hybrid	Distance Ed	Certificate	Diploma	Degree		Part-Time	Full-Time	Part-Time	Full-Time
Associate Instructor Program	144-160			X			X				360		16	
Master Instructor Program	336-440			X			X				229		16	

Traditional Program – Program that requires all instructional hours to be completed on campus.

Hybrid Program – Program in which less than 100% of the required instructional hours are available via distance education delivery methods.

Distance Education Program – Program in which 100% of the required instructional hours are available via distance education delivery methods.

(DEC 2021)

5

iFTI Associate and Master Instructor Training Programs

INTRODUCTION:

The iFTI Instructor Training Program encompasses the Associate Instructor and Master Instructor courses of study. The primary required courses are 2 Teaching Techniques classes, a selection from a variety of health and safety classes, and a number of elective technical classes for a total of 4 classes required for the Associate Instructor Training program and 10 classes required for the Master Instructor Training program, including a Capstone project. These classes are offered regularly throughout the year at the iFTI campus in Hanover, Maryland and at the 4 iFTI Instructional Service Centers. The program is designed to train and develop the instructors who are employed at IUPAT local joint apprenticeship training programs throughout the United States and Canada. These individuals are employed by the local organizations established to train and develop apprentices and journeypersons. Participation in the Instructor Training Program is based upon recommendation and approval by leadership in the local councils.

iFTI Master Instructor Training Program

A. PROGRAM ALIGNMENT AND ADMINISTRATION

The institution has implemented a systematic process to document that each program:

1. Aligns with the mission of the institution

ANALYSIS: The iFTI's Master Instructor Training Program is aligned with the Associate Instructor Program and the iFTI's Mission Statement and ensures that all student members are provided training in theory and practical experiences by industry experts. The iFTI Master Instructor Program was approved by the Commission as an addition to the approved programs list in 2018. The iFTI Master Instructor Program provides additional elective health and safety education and training for members who have completed the Associate Instructor requirements and includes a Capstone project. The additional education and training provided by the Master Instructor Program strengthens the student's repertoire of skills and knowledge and brings value to the members they serve. The iFTI assists in the ongoing education and training of our members in the iFTI Master Instructor Program by coordinating relevant curriculum and instructional development and ensuring it is implemented with our mission in mind to continue to set the standard of excellence for a productive workforce in the trades our members represent.

DOCUMENTATION:
A1a. The iFTI Programs of Study iFTI_Programs_of_Study- About Ifti
A1b. iFTI_Programs_of_Study- About Ifti Page 5

2. Has clearly stated objectives

ANALYSIS: Each course developed by the iFTI or offered via third party educational partners for the iFTI Master Instructor Training Program has clearly written learning objectives that are communicated during training implementation and is stated in the course syllabi. These learning objectives are student-centered and measurable and clearly state the expected performance outcome of the student.

DOCUMENTATION:
A2a. FTI1109C_OSHA500_syllabus
A2b. iFTI Course Syllabus - FTI 1114C OSHA 510
A2c. iFTI Course Syllabus - FTI 1119C OSHA 501

3. Has content relative to its objectives and aligned with the needs of the people and industries served by the program

ANALYSIS: The iFTI has a custom developed curriculum for the Master Instructor Training Program that ensures alignment of the content with the course objectives and meets the needs of the participants and the industry we serve. Content of the iFTI Master Instructor Training Program is developed specifically for the trades we serve in collaboration with experienced iFTI tradespersons as well as industry and educational partners and includes professional and leadership development curriculum.

DOCUMENTATION:
A3a. iFTI Course Syllabi
A3b. FTI 1001 Teaching Techniques for Adults NOTEBOOK
A3c. iFTI 1162 - 4 Hour Noise and Hearing Conservation - Instructor Version
A3d. FTI 1000 Intro to Teaching Tech_Notebook

4. Is evaluated annually to ensure currency of its objectives and content

ANALYSIS: The Master Instructor Training Program courses are reviewed and discussed annually by the OAC to ensure the relevancy and currency of the content and its objectives to continuously improve the outcomes for our student instructors.

DOCUMENTATION:
A4a. OAC Meeting Minutes 2017-2023
A4b. Student End of Course Surveys- sample results

5. Has varied evaluation methodologies that reflect established professional and practice-based competencies

ANALYSIS: The iFTI Master Instructor Training Program has established evaluation methodologies to measure practice-based competencies and learning through skill demonstrations, activity-based practice in small or whole group and hands-on educational experiences for students to demonstrate competency in the specific skills, and knowledge learned in the program. Student learning and achievement of the desired outcomes may be measured using a rubric for task performance, checklists, end of course knowledge checks, and/or instructor evaluation during classroom module activities. These methodologies ensure that our students are equipped to transfer the skills and knowledge learned into real-world performance.

DOCUMENTATION:
A5a. Task Assessments
A5b. Activity Assessment_Handout
A5c. Knowledge Check
A5d Forklift - Practical Evaluation - Checklist

6. includes coursework that is qualitatively and quantitatively consistent at each campus where it is offered.

ANALYSIS: The iFTI's coursework is qualitatively and quantitatively consistent on the iFTI's main campus and in its Instructional Service Centers. A common curriculum is developed for consistency in learning. Each course incorporates qualitative coursework such as the application of critical thinking, analysis, group activities, role play and direct observation. Quantitative coursework includes the data collected from quizzes, surveys, in-class activities and other computational measurements, where appropriate.

DOCUMENTATION:
A6a. iFTI Programs of Study
A6b. Respiratory Protection Course Assessments
A6c. Respiratory Protection Course (Activity 1)

7. The institution ensures that each program is approved and administered under established institutional policies and procedures and supervised by an administrator who is part of the institutional organization.

ANALYSIS: The Master Instructor Training Program is administered and managed under the guidance of the OAC and is identified in the National Guideline Standards (NGS) of Apprenticeship and adheres to the operating principles of the iFTI mission and the Programs of Study to ensure a skilled, educated and productive workforce. The Master Instructor Training Program is supervised by the Chief Administrator employed by the IUPAT/iFTI.

DOCUMENTATION:
A7a. iFTI Program of Study
A7b. iFTI Organizational Chart
A7c. Resume for Chief Administrator
A7d. Curriculum and Technology SubCommittee Meeting Minutes
A7e. iFTI Curriculum Task Force Meeting Minutes
A7f. iFTI LMS Task Force Meeting Minutes

8. The institution ensures that each program includes on-campus administrators and faculty in planning activities.

ANALYSIS: The iFTI conducts meetings with full-time, on-campus, iFTI administrators and faculty members, and elicits help from trade-specific curriculum development committees who are subject matter experts in the trade and who are trained iFTI instructors. These aforementioned professionals, as well as the OAC, have input on all activities pertaining to the appropriateness of the design, development, implementation and evaluation of all instructor development program components.

DOCUMENTATION:
A8a. The iFTI Organizational chart
A8b. iFTI Curriculum Task Force Meeting Minutes
A8c. Curriculum and Technology SubCommittee Meeting Minutes
A8d. iFTI LMS Task Force Meeting Minutes
A8e. iFTI Faculty Resumes

9. The institution considers the length and the tuition of each program in relation to the documented entry level earnings of completers.

ANALYSIS: N/A. There is no tuition cost for the Master Instructor Training Program.

DOCUMENTATION:
A9a. Employer Verification Forms

Each associate degree program meets the following requirements:

10. The program is designed to lead graduates directly to employment in a specific career.

ANALYSIS: N/A. The iFTI does not offer an associate degree program.

DOCUMENTATION:
A10. N/A

11. The appropriate applied degree title, such as Associate of Applied Technology, Associate of Applied Science, Associate of Occupational Studies, Associate of Science, or Associate of Occupational Technology, is used and includes the specific career and technical education field.

ANALYSIS: N/A. The iFTI does not award associate degrees.

DOCUMENTATION:
A11. N/A

12. The program has a minimum of 60 semester hours or 90 quarter hours.

ANALYSIS: N/A. The iFTI does not operate on semester hours or award associate degrees.

DOCUMENTATION:
A12. N/A

13. The program includes a minimum of 15 semester hours or 23 quarter hours of general education courses that are not applicable to a specific occupation, with a minimum of one course from each of the following areas: humanities, behavioral sciences, natural or applied sciences, and mathematics.

ANALYSIS: N/A. The iFTI does not operate on semester hours.

DOCUMENTATION:
A13. N/A

14. A credit hour is equivalent to a minimum of each of the following: one semester credit for 15 clock hours of lecture, 30 clock hours of laboratory, or 45 clock hours of work-based activities; or one quarter credit for 10 clock hours of lecture, 20 clock hours of laboratory, or 30 clock hours of work-based activities.

ANALYSIS: N/A. The iFTI does not operate on semester hours.

DOCUMENTATION:
A14. N/A

B. OCCUPATIONAL ADVISORY COMMITTEE ACTIVITIES

1. Occupational advisory committees are appointed for each program to ensure that desirable, relevant, and current practices of each program are being taught.

ANALYSIS: The iFTI's Occupational Advisory Committee represents instructors and training directors from various regions who are experienced not only in the trades but also experienced in the iFTI instructor training program and can provide suggestions for program modifications and improvements. These committee members provide real-life perspectives on current industry issues and trends and the needs of the instructors to be qualified and able to manage learning outcomes through desirable, relevant and current instructional practices.

DOCUMENTATION:
B1. OAC Member Roster

Each occupational advisory committee complies with the following requirements:

2. Consists of a minimum of three members external to the institution.

ANALYSIS: The iFTI Occupational Advisory Committee has 5 members who are external to the institution.

DOCUMENTATION:
B2. OAC Member Roster

3. Represents expertise in the occupational field/s for which the program prepares students.

ANALYSIS: The OAC represents experts in the iFTI trades who are also experienced instructors who provide suggestions for enhancements and/or improvements in the curriculum.

DOCUMENTATION:
B3. iFTI Faculty Resumes

4. Represents each service area covered by the program at each meeting (all locations).

ANALYSIS: The OAC meeting attendance includes representation from the iFTI main campus and ISCs.

DOCUMENTATION:
B4. iFTI/OAC Organizational Chart

5. Has at least three external members who meet these criteria present at each meeting.

ANALYSIS: The OAC meetings are planned and scheduled so that the meeting attendance requirements of at least 3 external members who represent expertise in the instructor field are present. Meetings are scheduled so that all committee members are likely to be present at each meeting.

DOCUMENTATION:
B5. OAC Member Roster
B6. OAC Member Resume
B7. OAC Meeting Minutes

6. Conducts at least one face-to-face meeting annually with at least two of the three required external members physically present (one or more external members may be virtually present).

ANALYSIS: The iFTI conducts at least 1 face-to-face OAC meeting annually with at least 2 of the 3 required OAC members physically present while others may attend virtually. The iFTI attempts to consider location and timing to ensure as many committee members can be physically present at the meetings.

DOCUMENTATION:
B6a. OAC Meeting Agenda 2017- 2022
B6b. OAC Group Photo

7. Follows an agenda and maintains typed minutes to document its activities, recommendations, meeting attendance, and demographic information for each member

ANALYSIS: The iFTI's COE Liaison creates and shares a meeting agenda with the OAC members at the time of the meeting invitation. Typed meeting minutes that document attendance, member demographics, time, day, location of meeting as well as meeting activities and the training and education recommendations that were discussed are captured and shared.

DOCUMENTATION:
B7a. OAC Meeting Agenda 2017- 2022
B7b. OAC Meeting Minutes 2017- 2022

8. Occupational advisory committees review each educational program no less than once annually and provide the institution with state-of-the-industry updates/information and projections of changes that may occur within the industry that committee members represent.

ANALYSIS: The iFTI OAC reviews the Master Instructor Training Program no less than once annually. The OAC provides industry-related information, input and recommendations to ensure that current and quality content is included in the training program. The OAC's review also includes the type of instruction (such as lecture, laboratory, on-the-job learning, and/or mode of delivery) offered within each program to assure that students gain competency with specific skills required for successful completion of the instructor training programs.

DOCUMENTATION:
B8a. OAC Meeting Minutes 2017- 2022
B8b. Employer Verification of 3 OAC Members per program

9. Occupational advisory committees assess program graduation requirements as an indicator of the level of completer preparedness.

ANALYSIS: The iFTI conducts instructor evaluations with Master Instructor Program completers to assess the competency of training delivery of iFTI and trade specific classes at the District Council level. As a direct result of observation, the evaluator provides feedback to ensure the instructor is highly prepared to demonstrate the teaching techniques skills and competencies learned in the Associate Instructor Training Program. These evaluations are reviewed with the OAC at the annual OAC meeting with the opportunity to make suggestions for program enhancement.

DOCUMENTATION:
B9a. Instructor Evaluation and Enhancement forms
B9b. OAC Meeting Minutes 2017 - 2022
B9b. Instructor Pathway

C. INSTRUCTIONAL ACTIVITIES

1. Academic competencies are integrated into the curriculum or instructional plan for each occupational program.

ANALYSIS: Academic competencies are integrated into the iFTI's Master Instructor Training Program curriculum and instructional plans which are provided for each instructor during their training. Course syllabi outline a path for achieving the desired objectives and competencies through the instructional activities. The iFTI Master Instructor Training Program integrates academic competencies and occupational skills in a manner that is appropriate for the goal of improving local apprenticeship training.

DOCUMENTATION:
C1a. iFTI Programs of Study
C1b. Course notebook for FTI 1001 Teaching Techniques for Adults

2. Each program provides instruction in the occupational skills essential to success in the occupation, including job knowledge, work habits, and attitudes.

ANALYSIS: The Master Instructor Training Program is the pathway for iFTI instructors to develop occupational skills to strengthen the quality of training provided to individuals seeking or currently performing work in the finishing trades. Participants in the program are instructors employed by local iFTI training organizations and have sufficient knowledge and experience of attitudes, job requirements and work habits of the industry and are given the tools to use instructional strategies such as hands-on techniques and real work simulation through the program.

DOCUMENTATION:
C2a. iFTI Programs of Study
C2b. iFTI Course Syllabi and Teaching Tech link
C2c. Four Pictures of AGMT class_DEC2022
C2d. FTI 1001 Teaching Tech for Adults WORKBOOK

3. The sequence of instruction required for program completion (lecture, lab, and work-based activities) is determined by desired student learning outcomes.

ANALYSIS: The iFTI Instructor Pathway outlines the 4 class requirements for the Associate Instructor Training program which begins the pathway for instructors to reach the desired learning outcomes to be proficient in developing and delivering instruction with skills and knowledge in teaching and safety practices. A syllabus for each of the instructional courses provides a suggested sequence of instruction that includes the 2 core teaching techniques courses, health and safety and elective courses scheduled annually at the iFTI main campus Training Center and at the ISCs allowing courses to be taken on a schedule convenient for the students.

DOCUMENTATION:
C3a. iFTI Course Syllabus
C3b. iFTI Programs of Study
C3b. iFTI Instructor Pathway
C3d. FTI1001_TeachingTechniquesforAdults

The organization of syllabi, lesson plans, competency tests, and other instructional materials is used to:
4. define a sequence for the achievement of objectives
5. guide the delivery of instruction
6. direct learning activities, and
7. indicate benchmarks for student progress that are indicated in the student's permanent record.

ANALYSIS: All course materials, including syllabi, tests/practical assessments and other instructional materials are organized in a sequence conducive to the achievement of the objectives, to guide the delivery of the instruction, to ensure competency by directing instructors to successfully conduct learning activities, and to track student strengths and weaknesses and overall progress in the programs. Instructors may adapt lessons or provide extra time or guided practice to address any student learning deficiencies. Student progress is captured in the student's LMS profile and is part of their permanent educational transcript and member record. These materials are organized and found in the iFTI Learning Management System. Other course materials of third-party partnerships may be copyrighted and are ordered according to the iFTI class schedule.

DOCUMENTATION:
C4-C6. iFTI Course syllabi
C4-C6. iFTI Programs of Study
C4-C6. FTI 1001 Teaching Tech for Adults WORKBOOK
C4-C6. FTI1001_TeachingTechniquesforAdults
C7. iFTI Student Transcript_MORESCHI_MIKE

8. To develop skill proficiency, sufficient practice is provided with equipment and materials similar to those currently used in the occupation.

ANALYSIS: The instructional activities ensure that the course materials and equipment are properly used and reflective of the environment in which they will be teaching. Students have access to materials to provide examples and hands-on practice to develop the skills needed in their occupation as an instructor.

DOCUMENTATION:
C8a. Instructional Materials in Teaching Technique and Respirator Class
C8b. AGMT Class_DEC2022_3 (Photo)

9. Job-related health, safety, and fire-prevention are an integral part of instruction and are incorporated into curricula as is appropriate to the occupation.

ANALYSIS: The iFTI Instructor Training Programs are introduced to job-related and general health and safety courses for safe and successful completion of the program. Emergency procedures are posted at each door and fire extinguishers are located throughout the main campus and the ISCs. Safety and health issues are integrated in an appropriate manner into the curriculum of the Instructor Training Program through courses that focus specifically and entirely on health and safety related instruction.

DOCUMENTATION:
C9a. iFTI Programs of Study
C9b. iFTI Course Syllabus for COR 1163 Safety in Fire Prevention
C9c. Evacuation Plan and Emergency Response Procedures
C9d. Welcome Learners! Presentation for iFTI Instructors

10. Orientation to technology is provided and technical support is available to students.

ANALYSIS: At the start of the program, students in the iFTI Associate Instructor Training Program receive an in-person orientation overview that includes a review of the technology with time to review effective use of the Learning Management System (LMS) and other applications. Students returning to participate in the iFTI Master Instructor Program requirements are provided with access to the faculty and staff for technical support particularly with the iFTI Learning Management System both during class participation and via an online support system if help is needed at their local training center.

DOCUMENTATION:
C10a. Welcome Learners Presentation
C10b. FTI_LMS_Learner_Manual

11. A systematic, objective, and equitable method of evaluating student achievement based on learning objectives and required competencies has been implemented.

ANALYSIS: The iFTI uses a systematic process for the analysis, design, development, implementation and evaluation of its instructor training programs. With this in place, student achievement is consistently measured using written examinations, practical assessments, and instructor and peer observation during learning activities to determine the student's level of understanding and achievement of the objectives.

DOCUMENTATION:
C11a. Introduction to Teaching Techniques Workbook Handouts_Combined - Guided Practice
C11b. iFTI Instructor Evaluation Form and Enhancement Summary - HaskellM - DC1M
C11c. DRY Task Assessments Levels I II III
C11d. FTI 1001 Teaching Tech - Instructor and Self Assessment Documents

CHALLENGES and SOLUTIONS:
The iFTI's instructor pool is spread across the United States and Canada. Traditionally, the instructors have come to the iFTI Training Center in Hanover, MD. Time constraints may play a factor in an instructor's further participation to meet the requirements of the Master Instructor Training Program. Our challenge is to facilitate participation by the instructors to participate in, and complete the iFTI Master Instructor Training Program. A plausible solution for the iFTI to gain greater participation and ensure higher program completion rates is to regularly schedule instructor training classes at our four COE accredited Instructional Service Centers

SUMMARY:
We believe that the iFTI is in full compliance with Standard 2.

POSTSECONDARY EDUCATIONAL PROGRAMS

DATA COMPILED AS OF (date): 10/15/2022

Programs listed below are those of the: [X] Main Campus   [X] Other Campus Location: _____

Check appropriate box to indicate method of measuring program length: [X] Clock Hours   [ ] Semester Credit Hours (Complete Clock Hour/ Credit Hour Chart)   [ ] Quarter Credit Hours (Complete Clock Hour/ Credit Hour Chart)

PROGRAM NAME / CIP Code (Use One Line For Each Program)	PROGRAM LENGTH Clock Hours	PROGRAM LENGTH Credit Hours	% of Program's Total Length Available Through Distance Education	INSTRUCTIONAL DELIVERY METHOD (Check One or Both) Traditional	Hybrid	Distance Ed	CREDENTIAL Certificate	Diploma	Degree	PROGRAM START DATE	STUDENTS Part-Time	Full-Time	INSTRUCTORS Part-Time	Full-Time
Associate Instructor Program	144-160			X			X				360		16	
Master Instructor Program	336-440			X			X				229		16	

Traditional Program – Program that requires all instructional hours to be completed on campus.

Hybrid Program – Program in which less than 100% of the required instructional hours are available via distance education delivery methods.

Distance Education Program – Program in which 100% of the required instructional hours are available via distance education delivery methods.

(DEC 2021)

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STANDARD THREE: Program and Institutional Outcomes

INTRODUCTION:
The iFTI has maintained records of student attendance and completions through our Learning Management System (LMS) since the founding of the Associate Instructor Training Program in 2015 and the Master Instructor Training Program in 2019.

In the context of dealing with students who are fully employed, the iFTI faces a different set of challenges for placement and tracking of graduates than those that might concern another institution. Students in the Instructor Training Programs are already employed by local apprenticeship training programs. Most of them are instructors or coordinators at their local training centers.

Our close association with the International Union of Painters and Allied Trades (IUPAT) and the local affiliate unions enable us to track graduates, understand the reasons for their success, and make adjustments to our program in order to address the changing realities of the workplaces. Specifically, the iFTI has access to employment data through the database maintained by IUPAT.

1. Individual student progress data, including (a) appropriate evaluations of knowledge and skills required for occupation(s) studied and (b) notations of completion(s) of and/or withdrawal from programs, are maintained and made a part of his/her record.

ANALYSIS: The iFTI maintains transcripts of individual students which serve as a record of progress through the Associate Instructor and Master Instructor Training Programs.

DOCUMENTATION:
1. Sample Transcript of Graduate from Associate Instructor Training Program and Master Instructor Training Program

2. The institution submits accurate program completion data each year to the Commission for comparison with required benchmarks.

ANALYSIS: The iFTI submits the COE Annual Reports and meets the required benchmarks.

DOCUMENTATION:
2. iFTI COE Annual Report 2021-2022

3. The institution submits verifiable program completion data each year to the Commission for comparison with required benchmarks.

ANALYSIS: The iFTI submits the COE Annual Reports and meets the required benchmarks.

DOCUMENTATION:
3. iFTI COE Annual Report 2021-2022

4. The data submitted on the most recent COE Annual Report or COE excel spreadsheet is confirmed to be accurate on a random basis. Completion data for graduate completers has been verified for five students.

TO BE COMPLETED BY VISITING TEAMS DURING THE ACCREDITATION VISITS.

5. FOR INITIAL ACCREDITATION ONLY: The majority of programs meet the required benchmark for completion.

ANALYSIS: N/A.

DOCUMENTATION:
5. N/A

6. FOR ACCREDITED INSTITUTIONS ONLY: All programs meet the required benchmark for completion OR the institution has taken any actions required by the Commission due to program completion rates failing to meet the required benchmark.

ANALYSIS: N/A.

DOCUMENTATION:
6. N/A

7. The institution submits accurate program placement data each year to the Commission for comparison with required benchmarks.

ANALYSIS: N/A. Students in the Instructor Training Programs are already employed by local apprenticeship training programs.

DOCUMENTATION:
7. N/A

8. The institution submits verifiable program placement data each year to the Commission for comparison with required benchmarks.

ANALYSIS: N/A. Students in the Instructor Training Programs are already employed by local apprenticeship training programs.

DOCUMENTATION:
8. N/A

TO BE COMPLETED BY VISITING TEAMS DURING ACCREDITATION VISITS.

9. The data submitted on the most recent COE Annual Report or COE excel spreadsheet is confirmed to be accurate on a random basis. Placement data for five graduate completers and five non-graduate completers has been verified.

10. FOR INITIAL ACCREDITATION ONLY: The majority of programs meet the required benchmark for placement.

ANALYSIS: N/A.

DOCUMENTATION:
10. N/A

11. FOR ACCREDITED INSTITUTIONS ONLY: All programs meet the required benchmark for placement OR the institution has taken any actions required by the Commission due to program placement rates failing to meet the required benchmark.

ANALYSIS: N/A.

DOCUMENTATION:
11. N/A

12. If applicable, the institution submits accurate licensure exam pass rate data each year to the Commission for comparison with required benchmarks.

ANALYSIS: N/A. The iFTI does not have licensure programs.

DOCUMENTATION:
12. N/A

13. If applicable, the institution submits verifiable licensure exam pass rate data each year to the Commission for comparison with required benchmarks.

ANALYSIS: N/A. The iFTI does not have licensure programs.

DOCUMENTATION:
13. N/A

TO BE COMPLETED BY VISITING TEAMS DURING ACCREDITATION VISITS.

14. The data submitted on the most recent COE Annual Report or COE excel spreadsheet is confirmed to be accurate on a random basis. Licensure performance data has been verified for five students.

ANALYSIS: N/A. The iFTI does not have licensure programs.

DOCUMENTATION:
14. N/A

15. FOR INITIAL ACCREDITATION ONLY: If applicable, the majority of programs meet the required benchmark for licensure exam pass rates.

ANALYSIS: N/A. The iFTI does not have licensure programs.

DOCUMENTATION:
15. N/A

16. FOR ACCREDITED INSTITUTIONS ONLY: All applicable programs meet the required benchmark for licensure exam pass rate OR the institution has taken any actions required by the Commission due to licensure exam pass rates failing to meet the required benchmark.

ANALYSIS: N/A. The iFTI does not have licensure programs.

DOCUMENTATION:
16. N/A

17. The institution has a written plan to ensure that follow-up is systematic and continuous.

ANALYSIS: The iFTI has developed the Institutional Follow-Up Services Plan that meets these requirements.

DOCUMENTATION:
17a. iFTI Institutional Follow-Up Services 2020
17b. iFTI Institutional Follow-Up Services 2021
17c. iFTI Institutional Follow-Up Services 2022

The institution's written plan for program outcomes follow-up includes the following elements: [See Section VII. Definitions – Plan.]

18. Identification of responsibility for coordination of all follow-up activities.

ANALYSIS: The Director of Curriculum and Instruction is responsible for the coordination of follow-up activities for the Instructor Training Programs, and is identified in the plan.

DOCUMENTATION:
18a. iFTI Institutional Follow-Up Services 2020
18b. iFTI Institutional Follow-Up Services 2021
18c. iFTI Institutional Follow-Up Services 2022

19. Methods for collection of data on completion, placement, and licensure exam pass rates

ANALYSIS: The iFTI collects data from completers and employers as spelled out in the iFTI Institutional Follow Up Services Plan and is shared and discussed with the Occupational Advisory Committee

DOCUMENTATION:
19a. iFTI Institutional Follow-Up Services 2020
19b. iFTI Institutional Follow-Up Services 2021
19c. iFTI Institutional Follow-Up Services 2022

20. Information collected from completers and employers of completers focused on program effectiveness.

ANALYSIS: The iFTI evaluates the effectiveness of the Instructor Training Programs annually and uses data from employers and graduates to assist in the evaluation process and is shared and discussed with the Occupational Advisory Committee.

DOCUMENTATION:
20a. iFTI Institutional Follow-Up Services 2020
20b. iFTI Institutional Follow-Up Services 2021
20c. iFTI Institutional Follow-Up Services 2022
20d. Testimonials from Graduates
20e. Sample Class Survey Reports
20f. Training Program Survey Summary Report

21. Methods for surveying completers and employers of completers to assess the level of satisfaction with the education that was received.

ANALYSIS: The iFTI is constantly focused on program improvement. Feedback from students, graduates, instructors and employers is used to improve programs and is shared and discussed with the Occupational Advisory Committee.

DOCUMENTATION:
21a. iFTI Institutional Follow-Up Services 2020
21b. iFTI Institutional Follow-Up Services 2021
21c. iFTI Institutional Follow-Up Services 2022
21d. Testimonials from Graduates
21e. Sample Class Survey Reports
21f. Training Program Survey Summary Report

22. The program outcomes follow-up plan is reviewed annually by the faculty and administration (and revised as necessary).

ANALYSIS: The iFTI collects information annually from graduates and employers of graduates to determine if program outcomes have been met. The iFTI Institutional Follow-up Services plan is shared and discussed with the Occupational Advisory Committee, who shares with faculty and admin via the Directors of Training.

DOCUMENTATION:
22a. iFTI Associate Instructor Training Program Survey Template for Employees
22b. iFTI Associate Instructor Training Program Survey Template for Employers
22c. Training Program Survey Summary Report
22d. *Program Outcomes Follow-Up*
22d. *EmailtoFaculty.jpg*
22e. Training Program Survey Summary Report - Access on LMS

23. Program outcomes follow-up information is used to evaluate and improve the quality of program outcomes.

ANALYSIS: The iFTI Institutional Follow-up Services plan is analyzed and evaluated for revisions to the program with input from the Occupational Advisory Committee, Directors of Training and instructors.

DOCUMENTATION:
23a. iFTI Institutional Follow-Up Services 2020
23b. iFTI Institutional Follow-Up Services 2021
23c. iFTI Institutional Follow-Up Services 2022
23d. iFTI Associate Instructor Training Program Survey Template for Employees
23e. iFTI Associate Instructor Training Program Survey Template for Employers
23f. Testimonials from Graduates
23g. Training Program Survey Summary Report

24) Follow-up information made available at least on an annual basis to all instructional personnel and administrative staff.

ANALYSIS: The iFTI collects information annually from graduates and employers of graduates to determine if program outcomes have been met. The iFTI Institutional Follow-up Services plan is shared and discussed with the Occupational Advisory Committee, Directors of Training and instructors.

DOCUMENTATION:
24a. iFTI Institutional Follow-Up Services 2020
24b. iFTI Institutional Follow-Up Services 2021
24c. iFTI Institutional Follow-Up Services 2022

CHALLENGES and SOLUTIONS:
The Instructor Training Programs are offered to instructors and coordinators who are employees of local training organizations and third-party partners. Some of the challenges we encounter are the following:
- Priority to complete the program affected by workload and schedules.
- Attrition and promotion to leadership positions.

As part of our Action Plans, we are doing the following:
- Continued communications with Directors of Training regarding enrollments and status of enrollees.
- Follow up emails reminding enrollees about missing courses and completing the programs.

SUMMARY:
We believe the iFTI is in full compliance with Standard 3.

STANDARD FOUR: Strategic Planning

INTRODUCTION:
The iFTI adopted the Strategic Plan in August 2016 and recently updated it in 2022. The Strategic Plan spells out the goals and objectives for the iFTI over a 3-year planning period. It is subject to review and revision annually as part of a commitment to an on-going process of assessment and planning. The Board of Trustees endorses the plan based upon input from faculty and staff.

1. The institution has a written strategic plan.

ANALYSIS: There is a written plan. Building upon the history of thinking and planning the current version will help ensure that the iFTI is continuing to move forward. The plan is set for a 3-year cycle. At the end of each year, the staff and administration will review the goals for the current and coming year and set additional goals as needed. The Board of Trustees is directly involved in the strategic planning process and will review proposed changes and approve as warranted.

DOCUMENTATION:
1a-c. iFTI Strategic Plans, 2020-2022

The institution's written strategic plan includes, as a minimum, the following components:

2. The mission of the institution

ANALYSIS: The mission is stated in the strategic plan. The mission is "To advise, assist, and coordinate in the training and development of a skilled, educated, and productive workforce for the finishing trades industries."

DOCUMENTATION:
2a-c. iFTI Strategic Plans, 2020-2022

3. The vision of the institution

ANALYSIS: The purpose is stated in the strategic plan. The purpose is: "The iFTI, as a post-secondary organization, is recognized as the finishing trades industry's leading-edge resource known for providing superior and relevant learning programs and opportunities to its affiliates."

DOCUMENTATION:
3a. iFTI Strategic Plans, 2020
3b. iFTI Strategic Plans, 2021
3c. iFTI Strategic Plans, 2022

4. Objectives for a minimum period of three years

ANALYSIS: The long-range objectives are put forth on a 3-year timeline. The iFTI long-range objectives are:

1. The iFTI will be the recognized finishing trades industry's leading edge resource for developing educational materials and training the most qualified instructors.
2. The iFTI will be a proactive partner in assisting local area training programs in raising their training standards, recruiting and retention policies.
3. The iFTI will be a leader in helping to improve the recognition of the finishing trades industry as a viable and important career field.

4. The iFTI will have an infrastructure that supports and communicates our strategic goals.

DOCUMENTATION:
4a. iFTI Strategic Plans, 2020
4b. iFTI Strategic Plans, 2021
4c. iFTI Strategic Plans, 2022

5. Strategies for achieving the objectives

ANALYSIS: Strategies are listed for each objective. For example, the **Goal C lists seven strategies** from high to low priority.

The high priority strategies:
1. The iFTI will reaffirm their accreditation with the Council on Occupational Education (COE).
2. Show future trades people that our finishing workers earn competitive wages and benefits.
3. Work with industry stakeholders to ensure information is disseminated.
4. Promote and implement the iFTI training and certification programs.

The medium priority strategies:
5. Promote and implement the iFTI mentoring program.
6. Showcase the work of the union finishing trades' people.

The low priority strategy:
7. Participate in career days and job fairs to promote our trades.

DOCUMENTATION:
5a. iFTI Strategic Plans, 2020
5b. iFTI Strategic Plans, 2021
5c. iFTI Strategic Plans, 2022

6. Current and projected financial resources that provide a basis for initiatives specified in the strategic plan.

ANALYSIS: The Board of Trustees stated its confidence in the availability of needed resources to achieve the desired goals through adoption of the iFTI Strategic Plan.

DOCUMENTATION:
6a. iFTI Strategic Plans, 2020
6b. iFTI Strategic Plans, 2021
6c. iFTI Strategic Plans, 2022

7. Strategies for evaluating progress toward achieving the objectives.

ANALYSIS: The plan sets forth a process for an annual assessment of the success based upon the milestones contained within each part of the plan.

DOCUMENTATION:
7a. iFTI Strategic Plans, 2020
7b. iFTI Strategic Plans, 2021
7c. iFTI Strategic Plans, 2022

8. The faculty, administration, and institutional advisory committee annually review the strategic plan and the institution's progress toward meeting its stated objectives (and revise as necessary).

ANALYSIS: Under the leadership of the iFTI Executive Director and iFTI Director of Curriculum and Instruction, the annual process of reviewing and adjusting the plan includes faculty, staff, and trustees in their capacity as the Institutional Advisory Committee. The plan contains provisions for this review and includes a review of the iFTI Instructor Evaluations.

DOCUMENTATION:
8a. iFTI Strategic Plans, 2020
8b. iFTI Strategic Plans, 2021
8c. iFTI Strategic Plans, 2022
8d. Instructor Evaluation and Enhancement Form

CHALLENGES and SOLUTIONS:
The iFTI has been thinking and planning strategically since its inception. However, it is relatively new to the formal ongoing cycle of assessment and planning that is considered central to a successful strategic planning process. The usual challenges of implementation and follow through remain to be faced in our organization. Another challenge is due to class scheduling, i.e, our instructors may not teach a class at our institution every year. Nevertheless, our solutions to these challenges remain with the Board of Trustees who have committed to the planning process and we believe that the iFTI Curriculum Team's assessment and planning efforts will continue to improve each year. Fulfilling the solution to a challenge and the result of good strategic planning is the recent hiring of an Instructor Development Specialist who will provide direction and resources as part of our commitment to continuously improve our Instructor Development Program.

SUMMARY:
We believe that the iFTI is in full compliance with Standard 4.

STANDARD FIVE: Learning Resources

INTRODUCTION:
The International Finishing Trades Institute (iFTI) has an inventory of learning resources for faculty and students of the Associate Instructor and Master Instructor Training Programs to draw upon while on campus and at their respective training centers. The primary portal for learning resources is the Learning Management System (LMS) operated by the iFTI in collaboration with third-party educational partners, K-Learning Group, ClickSafety, Red Vector, and Vubiz.

The LMS is designed to distribute resources relevant to training apprentices and journeypersons. In addition to meeting the direct needs of the faculty and student participants in the Associate Instructor and Master Instructor Training Programs, the LMS is also a key component of the iFTI's mission to advance the Finishing Trades industries through the development and dissemination of educational resources. The budget allows for sufficient learning resources including maintenance and replacement of equipment as needed.

A. MEDIA SERVICES

1. The institution has a written plan for its media services which is appropriate for and inclusive of all methods of program delivery. [See Section VII. Definitions – Plan.]

ANALYSIS: The iFTI developed a Media Services Plan centered on the LMS and the opportunities it provides to enhance training throughout the finishing trades. The LMS continues to be a useful online learning tool for the apprenticeship programs and provides valuable training resources to the participants of the Associate Instructor and Master Instructor Training Programs. The iFTI continues to work with the third-party educational partners to improve the features and training content of the LMS.

DOCUMENTATION:
A1a. Media Services iFTI Media Services Plan 2020
A1b. Media Services iFTI Media Services Plan 2021
A1c. Media Services iFTI Media Services Plan 2022

The institution's written plan for media services includes the following components:

2. The scope and availability of the services.

ANALYSIS: The LMS is available to all IUPAT members and non-members including staff, faculty, and students.

DOCUMENTATION:
A2a. Media Services iFTI Media Services Plan 2020
A2b. Media Services iFTI Media Services Plan 2021
A2c. Media Services iFTI Media Services Plan 2022

3. A variety of current and relevant educational materials, such as reference books; periodicals and manuals of a business, professional, technical, and industrial nature; audio-visual materials and equipment; internet access; and other materials appropriate to program offerings; and other materials to support its educational programs.

ANALYSIS: The LMS is the primary portal of training resources available to staff, faculty, and students. The resources available through the LMS include access to online modules, downloadable training files, videos, newsletters, flyers, iFTI social media links, help articles, and links to third party websites. The available curricula and courses are relevant

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to the finishing trades. In addition, there is up-to-date teaching equipment available in each of the iFTI classrooms as well as specialized technical equipment or materials required in the classes taught on campus. Supplemental resources are available in the library or provided by third party educational partners.

DOCUMENTATION:
A3a. Media Services iFTI Media Services Plan 2020
A3b. Media Services iFTI Media Services Plan 2021
A3c. Media Services iFTI Media Services Plan 2022
A3d. Media Services iFTI Instructional Equipment Inventory
A3e. Media Services iFTI Newsletters

4. The administrative, supervisory, or instructional staff person responsible for the implementation and coordination of the media services.

ANALYSIS: The Director of Curriculum and Instruction (DoCI) is responsible for the implementation and coordination of media services.

DOCUMENTATION:
A4a. Media Services iFTI Media Services Plan 2020
A4b. Media Services iFTI Media Services Plan 2021
A4c. Media Services iFTI Media Services Plan 2022
A4d. Media Services Organizational Chart

5. Roles and responsibilities of designated staff member(s).

ANALYSIS: The iFTI staff and the Information Services (IS) department is responsible the maintenance and implementation of the Media Services Plan.

DOCUMENTATION:
A5a. Media Services iFTI Media Services Plan 2020
A5b. Media Services iFTI Media Services Plan 2021
A5c. Media Services iFTI Media Services Plan 2022

6. Orientation for user groups (i.e., faculty, students, and others, if needed).

ANALYSIS: Members are automatically assigned the LMS Learner or LMS Admin orientation and learning module based on their LMS profile. New instructors attend an iFTI orientation which includes an Introduction to the LMS. The Curriculum team also offers webinars or in-person training for new instructors and admins to learn basic LMS features and admin functions.

DOCUMENTATION:
A6a. Media Services iFTI LMS Learner Manual
A6b. Media Services iFTI Student Handbook
A6c. Media Services Samples Webinar Trainings

7. Facilities and technical infrastructure essential for using media materials.

ANALYSIS: The iFTI has access to infrastructure provided by the IUPAT including the servers, technical devices and online materials storage, acquisition, and retrieval. The Information Services (IS) department supports and maintains

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campus information technology (IT) infrastructure and works with our educational partner, K-Learning Group to host the LMS.

DOCUMENTATION:
A7a. Media Services iFTI Physical Facilities & Technical Infrastructure Plan 2020
A7b. Media Services iFTI Physical Facilities & Technical Infrastructure Plan 2021
A7c. Media Services iFTI Physical Facilities & Technical Infrastructure Plan 2022
A7d. Media Services LMS Contract

8. Annual budgetary support for the services.

ANALYSIS: The iFTI budget includes line items for curriculum development and maintenance of the LMS.

DOCUMENTATION:
A8a. Media Services iFTI Media Services Plan 2020
A8b. Media Services iFTI Media Services Plan 2021
A8c. Media Services iFTI Media Services Plan 2022
A8d. Media Services iFTI Budget

9. Annual evaluation of the effectiveness of media services and utilization of the results to modify and improve media services.

ANALYSIS: The iFTI consistently evaluates its media services through the Task Force group, IUPAT Steering Committee, District Council feedback, and comparison with potential LMS systems. The results are sent to the DoCI for budgetary and other planning purposes.

DOCUMENTATION:
A9a. Media Services iFTI Media Services Plan 2020
A9b. Media Services iFTI Media Services Plan 2021
A9c. Media Services iFTI Media Services Plan 2022
A9d. Media Services Sample Task Force Meeting Notes
A9e. Media Services Sample Escalations and Wish List

10. Media services, including instructional supplies, physical resources, technology, and fiscal resources, are available to support the programs offered by the institution.

ANALYSIS: The LMS is the main resource for all training needs. During the planning of classes, the faculty identifies the Instructional supplies, physical resources and technology that are needed for successful implementation. The iFTI requests the allocation of fiscal resources for training on an annual basis.

DOCUMENTATION:
A10a. Media Services iFTI Media Services Plan 2020
A10b. Media Services iFTI Media Services Plan 2021
A10c. Media Services iFTI Media Services Plan 2022
A10d. Media Services iFTI Physical Facilities & Technical Infrastructure Plan 2020
A10e. Media Services iFTI Physical Facilities & Technical Infrastructure Plan 2021
A10f. Media Services iFTI Physical Facilities & Technical Infrastructure Plan 2022
A10g. Media Services iFTI Equipment Plan 2020
A10h. Media Services iFTI Equipment Plan 2021
A10i. Media Services iFTI Equipment Plan 2022
A10j. Media Services Sample Class Supply Requests

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11. Media services are available to ensure the achievement of desired student learning and program objectives.

ANALYSIS: Instructional and learning materials are available in the LMS which includes the Programs of Study, course syllabi, and additional supplementary resources. This ensures the achievement of desired student learning and program objectives through the media services provided.

DOCUMENTATION:
A11a. Media Services iFTI Media Services Plan 2020
A11b. Media Services iFTI Media Services Plan 2021
A11c. Media Services iFTI Media Services Plan 2022

12. A current inventory of media resources is maintained.

ANALYSIS: The iFTI updates training resources found in the LMS while the IS department maintains an equipment inventory of media services.

DOCUMENTATION:
A12a. Media Services iFTI Instructional Equipment Inventory
A12b. Media Services On Campus Inventory List

13. Provisions made for the repair, maintenance, and replacement of media equipment and supplies are in place.

ANALYSIS: The iFTI and IS department coordinates with K-Learning Group to manage and maintain the LMS. The IS Department reviews equipment needs every year and coordinates equipment repair and maintenance. The IS Department meets with the Fund Administrator (Executive Director) to determine the budget and

DOCUMENTATION:
A13a. Media Services iFTI Media Services Plan 2020
A13b. Media Services iFTI Media Services Plan 2021
A13c. Media Services iFTI Media Services Plan 2022
A13d. Media Services iFTI Equipment Plan 2020
A13e. Media Services iFTI Equipment Plan 2021
A13f. Media Services iFTI Equipment Plan 2022
A13g. Media Services iFTI Emergency Purchases and Repair of Equipment Plan 2020
A13h. Media Services iFTI Emergency Purchases and Repair of Equipment Plan 2021
A13i. Media Services iFTI Emergency Purchases and Repair of Equipment Plan 2022

14. The institution provides print and non-print instructional media resources to support students and faculty in meeting program objectives.

ANALYSIS: The LMS contains the training resources needed to complete the program. Supplemental resources may be provided by the faculty and third party educational partners. The faculty can update the curricula in coordination and with approval of the Curriculum department, Occupational Advisory Committee (OAC), and the Curriculum Committees. The campus has adequate educational technology available to the class. Printing of materials is available on demand.

DOCUMENTATION:
A14a. Media Services iFTI Media Services Plan 2020

A14b. Media Services iFTI Media Services Plan 2021
A14c. Media Services iFTI Media Services Plan 2022

15. The institution's learning resources (media services, technology, facilities, and materials) are comprehensive, current, selected with faculty input, and accessible to the faculty and students.

ANALYSIS: The Director of Curriculum and Instruction and the Curriculum department review and update curricula based on the recommendations of the committees and feedback from the faculty and students.

DOCUMENTATION:
A15a. Media Services iFTI Media Services Plan 2020
A15b. Media Services iFTI Media Services Plan 2021
A15c. Media Services iFTI Media Services Plan 2022
A15d. Media Services Sample Task Force Meeting Notes
A15e. Media Services Sample Escalations and Wish List
A15f. Media Services Sample Curriculum Trade Meetings

B. INSTRUCTIONAL EQUIPMENT

1. The institution has an inventory procedure to account for instructional equipment inventory. [See Section VII. Definitions – Equipment Inventory.]

ANALYSIS: The iFTI and IS Department maintain an inventory of instructional equipment.

DOCUMENTATION:
B1a. Instructional Equipment iFTI Instructional Equipment Inventory
B1b. Instructional Equipment On Campus Inventory List
B1c. Instructional Equipment FTI Fixed Asset Listing

2. The institution has a procedure for emergency purchases to assure the acquisition and/or repair of equipment within a reasonable period of time to support continuous instruction.

ANALYSIS: The iFTI has a plan for emergency purchases and/or repair of equipment that must be approved by the Board of Trustees.

DOCUMENTATION:
B2a. Instructional Equipment iFTI Emergency Purchases and Repair of Equipment Plan 2020
B2b. Instructional Equipment iFTI Emergency Purchases and Repair of Equipment Plan 2021
B2c. Instructional Equipment iFTI Emergency Purchases and Repair of Equipment Plan 2022

3. Relevant and up-to-date equipment is available to support the programs offered by the institution.

ANALYSIS: The iFTI, in conjunction with the IS Department and is committed to maintaining and replacing equipment based on the replacement cycle. The iFTI Instructional Equipment Inventory documents the status of the equipment (in store, recycled) and the expiration.

DOCUMENTATION:
B3a. Instructional Equipment iFTI Instructional Equipment Inventory
B3b. Instructional Equipment On Campus Inventory List
B3c. Instructional Equipment Sample Equipment Pictures

4. The institution has a written procedure for maintaining equipment and for replacing or disposing of obsolete equipment. [See Section VII. Definitions – Procedure.]

ANALYSIS: The iFTI Equipment Plan covers maintenance, repair, and replacement of equipment.

DOCUMENTATION:
B4a. Instructional Equipment iFTI Equipment Plan 2020
B4b. Instructional Equipment iFTI Equipment Plan 2021
B4c. Instructional Equipment iFTI Equipment Plan 2022
B4d. Instructional Equipment iFTI Instructional Equipment Inventory

5. Instructional equipment meets appropriate and required safety standards.

ANALYSIS: The iFTI Equipment Plan ensures equipment meets safety standards. Internal and external audits are conducted annually.

DOCUMENTATION:
B5a. Instructional Equipment iFTI Equipment Plan 2020
B5b. Instructional Equipment iFTI Equipment Plan 2021
B5c. Instructional Equipment iFTI Equipment Plan 2022
B5d. Instructional Equipment Health and Safety Findings and Recommendations
B5e. Instructional Equipment Health and Safety Director Credentials

C. INSTRUCTIONAL SUPPLIES

1. Instructional supplies are available to support the programs offered by the institution.

ANALYSIS: The LMS contains the training resources needed to complete the program. Supplemental resources may be provided by the faculty and third party educational partners. The campus has adequate supplies and educational technology available to support the programs.

DOCUMENTATION:
C1a. Instructional Supplies iFTI Media Services Plan 2020
C1b. Instructional Supplies iFTI Media Services Plan 2021
C1c. Instructional Supplies iFTI Media Services Plan 2022
C1d. Instructional Supplies On Campus Inventory List
C1e. Instructional Supplies FTI Fixed Asset Listing

2. The institution has a procedure for purchasing and storing instructional supplies.

ANALYSIS: The iFTI budget covers the purchase of instructional supplies. Each class has a supply and equipment requirement list. In preparation for the class, training materials/supplies or equipment are ordered ahead of time.

DOCUMENTATION:
C2a. Instructional Supplies iFTI Budget
C2b. Instructional Supplies iFTI Instructional Supplies Purchase & Storage
C2c. Instructional Supplies On Campus Inventory List

C2d. Instructional Supplies Sample Class Supply Requests

3. Funds are budgeted to provide supplies at a level that supports quality of occupational education.

ANALYSIS: The iFTI budgets provisions for supplying quality classroom materials such as classroom technology, learning materials and instructional equipment that supports theory, hands-on learning and educational experiences in the classroom.

DOCUMENTATION:
C3a. Instructional Supplies iFTI Budget
C3b. Instructional Supplies iFTI Instructional Supplies Purchase & Storage
C3b. Instructional Supplies On Campus Inventory List
C3d. Instructional Supplies Sample Class Setup

4. The institution has a procedure for emergency purchases of instructional supplies within a reasonable period of time to support continuous instruction.

ANALYSIS: The iFTI has a plan for emergency purchases and/or repair of equipment that must be approved by the Board of Trustees.

DOCUMENTATION:
C4a. Instructional Supplies iFTI Emergency Purchases and Repair of Equipment Plan 2020
C4b. Instructional Supplies iFTI Emergency Purchases and Repair of Equipment Plan 2021
C4c. Instructional Supplies iFTI Emergency Purchases and Repair of Equipment Plan 2022

5. Instructional supplies meet appropriate and required safety standards.

ANALYSIS: The iFTI Health and Safety Plan ensures instructional supplies meet safety standards. The Health and Safety Director audits instructional supplies and makes recommendations to ensure that they are in good working order and suitable for safe use by students.

DOCUMENTATION:
C5a. Instructional Supplies iFTI Equipment Plan 2020
C5b. Instructional Supplies iFTI Equipment Plan 2021
C5c. Instructional Supplies iFTI Equipment Plan 2022
C5d. Instructional Supplies iFTI Health & Safety Plan 2020
C5e. Instructional Supplies iFTI Health & Safety Plan 2021
C5f. Instructional Supplies iFTI Health & Safety Plan 2022
C5g. Instructional Supplies Health and Safety Findings and Recommendations
C5h. Instructional Supplies Health and Safety Director Credentials

CHALLENGES and SOLUTIONS:
Some of the challenges we face regarding learning resources include:
- Maintaining and Updating Training Resources – Over 2,000+ learning resources which require continuous updating. The Curriculum Department together with the Curriculum Committees and the Third Party Educational partners review and update curricula.
- Ensuring maximum use of the LMS – The iFTI will prioritize retraining District Councils specifically in the Canadian region which has the lowest usage and train new instructors or LMS administrators.

- Staying current with technological advances in the delivery and development of training (e.g. AI) – The Curriculum department continuously coordinates with top third party educational content and delivery providers and attends innovative conferences and training.
- Protecting inventory of supplies and equipment – The admin staff conducts inventory and secures supplies and equipment. The campus has enforced the use of badges to regulate the entry of students and instructors especially at storage areas. The iFTI also has cameras around the campus.

SUMMARY:
We believe that the iFTI is in full compliance with Standard 5.

STANDARD SIX: Physical Resources and Technical Infrastructure

INTRODUCTION:
The iFTI International Training Center which houses the classrooms and offices of the iFTI is located in Hanover, Maryland. The actual facilities are leased on a long-term basis from IUPAT and consist of classrooms, conference spaces, and offices sufficient to serve the educational programs offered. Included within the facilities is a state-of-the-art space set aside for hands-on training in various finishing trades techniques. The iFTI facilities meet appropriate standards of safety and suitability. The iFTI has an up-to-date technical infrastructure that serves the needs of faculty and students. In addition, there are adjacent facilities for students and instructors to stay on campus during week-long classes.

1. A plan that addresses the adequacy and improvement of all physical facilities and technical infrastructure has been developed and is maintained that includes, if applicable, distance education infrastructure. [See Section VII. Definitions – Plan.]

ANALYSIS: The iFTI training is based at the campus located in Hanover, Maryland. The facilities are subject of a long-term lease between the iFTI and the IUPAT, which has its international headquarters situated at the same location. There is an overall facilities plan which encompasses all of the facilities in use. The adequacy of facilities is reviewed annually by the Board of Trustees. The Fund Administrator (Executive Director) is charged with overseeing the implementation of changes to the facilities.

DOCUMENTATION:
1a. iFTI Lease Agreement - Amended and Restated Office Training Lab Lease
1b. iFTI Amendment to Office Lease Agreement
1c. iFTI Physical Facilities & Technical Infrastructure Plan 2020
1d. iFTI Physical Facilities & Technical Infrastructure Plan 2021
1e. iFTI Physical Facilities & Technical Infrastructure Plan 2022

2. The technology used by the institution to deliver services and, if applicable, program content to students meets the needs of the students without creating barriers to student support or learning.

ANALYSIS: Up-to-date technology is available when needed and does not pose any barriers to students. The technical infrastructure is part of the arrangement between the iFTI and the IUPAT.

DOCUMENTATION:
2a. iFTI Physical Facilities & Technical Infrastructure Plan 2020
2b. iFTI Physical Facilities & Technical Infrastructure Plan 2021
2c. iFTI Physical Facilities & Technical Infrastructure Plan 2022
2d. iFTI LMS Learner Manual

3. A plan for the ongoing operation and maintenance of physical facilities, technical infrastructure, and, if applicable, distance education infrastructure, has been developed and is in use. [See Section VII. Definitions – Plan.]

ANALYSIS: The iFTI relies upon the IUPAT to maintain and operate facilities and provide services in accordance with the *Tenant's Proportionate Share of Operating Expenses* and as stated in *Article Five - Services* of the iFTI Lease Agreement - Amended and Restated Office Training Lab Lease.

DOCUMENTATION:

3a. iFTI Lease Agreement - Amended and Restated Office Training Lab Lease
3b. iFTI Amendment to Office Lease Agreement
3c. iFTI Physical Facilities & Technical Infrastructure Plans
3d. iFTI Physical Facilities & Technical Infrastructure Plans
3e. iFTI Physical Facilities & Technical Infrastructure Plans

The operation and maintenance plan addresses the following elements:
4. Personnel

ANALYSIS: Oversight of the main campus facilities arrangement is the responsibility of the Fund Administrator (Executive Director). The IUPAT shall provide cleaning, janitorial and facilities maintenance services reasonably necessary in connection with the use of the facilities and operating expenses deemed necessary or appropriate.

DOCUMENTATION:

4a. iFTI Lease Agreement - Amended and Restated Office Training Lab Lease
4b. iFTI Amendment to Office Lease Agreement
4c. iFTI Physical Facilities & Technical Infrastructure Plans
4d. iFTI Physical Facilities & Technical Infrastructure Plans
4e. iFTI Physical Facilities & Technical Infrastructure Plans

5. Equipment and supplies

ANALYSIS: The equipment attached to the property, such as plumbing, HVAC, electricity, telephone and other utility services is subject to the lease arrangement between the iFTI and the IUPAT. Other equipment is primarily used for instruction in technical classes. The Fund Administrator (Executive Director) has direct responsibility for managing, maintaining and replacing any equipment not covered in the lease agreement.

DOCUMENTATION:

5a. iFTI Physical Facilities & Technical Infrastructure Plans
5b. iFTI Physical Facilities & Technical Infrastructure Plans
5c. iFTI Physical Facilities & Technical Infrastructure Plans
5b. iFTI Lease Agreement - Amended and Restated Office Training Lab Lease
5d. iFTI Amendment to Office Lease Agreement

6. Relevant state law

ANALYSIS: The iFTI Training Center facilities are compliant with relevant state laws with oversight by the IUPAT. The main campus is in compliance with all required rules and regulations governing occupational education and are reviewed by the iFTIs Industrial Hygienist (Health and Safety Director) and shared with internal stakeholders.

DOCUMENTATION:

6a. iFTI Lease Agreement -Amended and Restated Office Training Lab Lease
6b. iFTI Amendment to Office Lease Agreement
6c. iFTI Physical Facilities & Technical Infrastructure Plans
6d. iFTI Physical Facilities & Technical Infrastructure Plans
6e. iFTI Physical Facilities & Technical Infrastructure Plans

7. Applicable federal codes and procedures

ANALYSIS: The iFTI Training Center facilities are compliant with applicable federal codes and procedures with oversight by the IUPAT. The main campus is in compliance with all required rules and regulations governing occupational education and are reviewed by the iFTIs Industrial Hygienist (Health and Safety Director) and shared with internal stakeholders.

DOCUMENTATION:
7a. iFTI Lease Agreement - Amended and Restated Office Training Lab Lease
7b. iFTI Amendment to Office Lease Agreement
7c. iFTI Physical Facilities & Technical Infrastructure Plans
7d. iFTI Physical Facilities & Technical Infrastructure Plans
7e. iFTI Physical Facilities & Technical Infrastructure Plans

The operation and maintenance plan is:

8. Availability of the plan to employees and students

ANALYSIS:
The iFTI Physical Facilities & Technical Infrastructure Plan is available to any interested party upon request.

DOCUMENTATION:
8a. iFTI Physical Facilities & Technical Infrastructure Plans
8b. iFTI Physical Facilities & Technical Infrastructure Plans
8c. iFTI Physical Facilities & Technical Infrastructure Plans

9. Annual evaluation of the plan (and revised as necessary)

ANALYSIS: The Board of Trustees review the adequacy of facilities annually as part of their overall stewardship of the institution.

DOCUMENTATION:
9a. iFTI Physical Facilities & Technical Infrastructure Plans
9b. iFTI Physical Facilities & Technical Infrastructure Plans
9c. iFTI Physical Facilities & Technical Infrastructure Plans
9d. iFTI Physical Facilities & Technical Infrastructure Plans
9e. iFTI Physical Facilities & Technical Infrastructure Plans

10. This criterion applies to ALL campuses: Physical facilities at all locations provide adequate, safe, and clean facilities with appropriate supporting utilities for classrooms, laboratories/shops, offices, restrooms, lounges, meeting rooms, parking, etc.

ANALYSIS: The iFTI International Training Center provides 52,000 square feet of office and training space. The facility contains six classrooms, including a hands-on training space. The six classrooms (A-F) total more than 6500 square feet of training space fully equipped with wireless Zoom Technology, shareable classroom space, flip charts, white boards, television screens for broadcasting Zoom Presentations, optional computer hook-ups, and Internet services. The hands-on training space is 27,493 square feet. It provides 10 welding booths, 2 abrasive blast booths, 4 spray booths, simulated steel structure for rigging and hoisting and other operations, a confined space tank, male and female locker rooms, and floor space for constructing various decontamination facilities, containment, and mock-ups for reduction strategies. The facility is equipped with all of the necessary tools and materials and mock-up rooms to perform the approved techniques. In addition, the training facility is equipped with restrooms on both floors, a

cafeteria space, a lounge area for instructors and students, two conference rooms, and adequate parking for instructors, staff, and students.

Additionally, the iFTI has 4 Instructional Service Centers (ISCs) that serve as an extension of the iFTI Main Campus for the iFTI Instructor Training programs. Each has received COE accreditation for their own training centers, but the ISCs will fall under the iFTI's COE accreditation. The ISCs are located in the following locations:
- DC 16 – Northern California DC 16: Journeymen Training Trust Fund Las Vegas
- DC 21 – Finishing Trades Institute of the Mid Atlantic Region Virtual Tour
- DC 30 – North Central Illinois Finishing Trades Institute: Painters District Council No. 30 Joint Apprenticeship & Training Fund. Virtual Tour
- DC 82 – Finishing Trades Institute of the Upper Midwest Virtual Tour

DOCUMENTATION:
10a. iFTI Physical Facilities & Technical Infrastructure Plans
10b. iFTI Physical Facilities & Technical Infrastructure Plans
10c. iFTI Physical Facilities & Technical Infrastructure Plans
10d. iFTI Floor Plans
10e. Pictures of Facilities
10f. NCIFTI Virtual Tour
10g. FTI UM Virtual Tour
10h. FTI MAR Virtual Tour

11. A written plan for assuring the health and safety of the institution's employees, students, and guests to maintain readiness is in use and includes procedures for reporting and investigating incidents affecting the health and safety of the institution's constituents. [See Section VII. Definitions – Plan and Real, Threatened, or Impending Danger.]

ANALYSIS: The iFTI Health and Safety Plan is in use and assures the health and safety of employees, students, and guests. Incident reporting and investigation procedures are included in the iFTI Health and Safety Plan. All accidents and incidents which result in personal injury or illness, and/or damage to property shall be properly reported and investigated as written in the iFTI Health and Safety Plan and is available from the iFTI Institute Coordinator.

DOCUMENTATION:
11a. iFTI Health & Safety Plan
11b. iFTI Health & Safety Plan
11c. iFTI Health & Safety Plan
11d. Incident Report Form

12. The health and safety plan has been distributed to employees.

ANALYSIS: The iFTI Health and Safety Plan that has been developed to protect students, staff and visitors is in use and available on the LMS. A hard copy is distributed to employees during onboarding.

DOCUMENTATION:
12a. iFTI Health & Safety Plan
12b. iFTI Health & Safety Plan
12c. iFTI Health & Safety Plan
12d. iFTI 2023 Student handbook page 11

13. The health and safety plan is evaluated annually with input from employees (and revised as necessary),

ANALYSIS: The iFTI Health and Safety Plan is reviewed each year by the Environmental Health and Safety (EHS) Committee and the OAC with input from employees and students.

DOCUMENTATION:

13a. IFTI Health & Safety Plan
13b. iFTI Health & Safety Plan
13c. iFTI Health & Safety Plan

14. The health and safety plan ensures basic information about the plan is available to students.

ANALYSIS: Large portions of the iFTI Health and Safety Plan appear in the iFTI Student Handbook which is located on the homepage of the LMS. It is available upon request to any employee.

DOCUMENTATION:
14. IFTI Student Handbook

15. First aid supplies are readily available.

ANALYSIS: First Aid Supplies are readily available on-demand to students, instructors, and employees. They are maintained in the iFTI Administration Office, the break room, the training center and in the Lion's Grill (cafeteria).

DOCUMENTATION:
15a. iFTI Student Handbook
15b. Image of First Aid Supplies and AED

16. A plan for the protection of the institution's technical infrastructure is in use and reviewed each year.

ANALYSIS: The iFTI Technical infrastructure Data Privacy, Safety and Security Plan is reviewed each year by the OAC.

DOCUMENTATION:
16a. iFTI Technical infrastructure Data Privacy, Safety and Security Plan
16b. iFTI Technical infrastructure Data Privacy, Safety and Security Plan
16c. iFTI Technical infrastructure Data Privacy, Safety and Security Plan

17. ensures the privacy, safety, and security of data contained within institutional networks;

ANALYSIS: The iFTI has a system for security of data that is multi-layered. All records are protected by application security, which are backed up locally and replicated to the offsite data center for redundancy. All student records are password protected.

DOCUMENTATION:
17a. iFTI Technical Infrastructure Data Privacy, Safety and Security Plan

18. The iFTI Technical Infrastructure Data Privacy, Safety and Security Plan ensures computer system and network reliability whether provided directly by the institution or through contractual arrangements;

ANALYSIS: The iFTI relies upon the IUPAT IS infrastructure which consists of an onsite and offsite data center to ensure the reliability of computer systems and network.

DOCUMENTATION:
18a. iFTI Technical Infrastructure Data Privacy, Safety and Security Plan
18b. iFTI Technical Infrastructure Data Privacy, Safety and Security Plan
18c. iFTI Technical Infrastructure Data Privacy, Safety and Security Plan

19. The iFTI Technical Infrastructure Data Privacy, Safety and Security Plan ensures emergency backups for all technical services whether provided directly by the institution or through contractual arrangements.

ANALYSIS: Through the IUPAT IS infrastructure, and the implementation of the iFTI Technical Infrastructure Data Privacy, Safety and Security Plan ensures emergency backups for all technical services at the iFTI. All records are protected by application security, which are backed up locally and replicated to the offsite data center for redundancy.

DOCUMENTATION:
19a. iFTI Technical Infrastructure Data Privacy, Safety and Security Plan
19b. iFTI Technical Infrastructure Data Privacy, Safety and Security Plan
19c. iFTI Technical Infrastructure Data Privacy, Safety and Security Plan

20. The iFTI Technical Infrastructure Data Privacy, Safety and Security Plan is evaluated annually (and revised as necessary).

ANALYSIS: The iFTI Technical Infrastructure Data Privacy, Safety and Security Plan is reviewed and updated annually by the IUPAT Information Systems Department (IS) and shared with the IAC (Board of Trustees) and the OAC.

DOCUMENTATION:
20a. iFTI Technical Infrastructure Data Privacy, Safety and Security Plan
20b. iFTI Technical Infrastructure Data Privacy, Safety and Security Plan
20c. iFTI Technical Infrastructure Data Privacy, Safety and Security Plan

21. The iFTI Technical Infrastructure Data Privacy, Safety and Security Plan ensures basic information about the plan is available to the administration, faculty, and staff. [See Section VII. Definitions – Plan]

ANALYSIS: The iFTI Technical Infrastructure Data Privacy, Safety and Security Plan is available for review from the Curriculum team upon request.
DOCUMENTATION:
21a. iFTI Technical Infrastructure Data Privacy, Safety and Security Plan
21b. iFTI Technical Infrastructure Data Privacy, Safety and Security Plan
21c. iFTI Technical Infrastructure Data Privacy, Safety and Security Plan

22. This criterion applies to ALL campuses: Preserving and protecting student coursework, testing, and records are provided by the use of storage devices, duplicate physical or digital records, security files, or other measures that ensure both the preservation and security of the records from fire, theft, vandalism, and other adverse actions.

ANALYSIS: The iFTI has a system for security of data that is multi-layered. All records are protected by application security, which are backed up locally and replicated to the offsite data center for redundancy. All student accounts are password protected.

DOCUMENTATION:
22a. iFTI Technical Infrastructure Data Privacy, Safety and Security Plan
22b. iFTI Technical Infrastructure Data Privacy, Safety and Security Plan
22c. iFTI Technical Infrastructure Data Privacy, Safety and Security Plan

CHALLENGES and SOLUTIONS:
The challenge for this standard is keeping up-to-date with the advancements in technology and job training equipment, and changes in health and safety guidelines and procedures. The iFTI in coordination with the IS Department will continue to stay progressive by monitoring and staying up-to-date with technology advancements as well as state and federal health and safety guidelines and procedures.

SUMMARY:
We believe that the iFTI is in full compliance with Standard 6.

STANDARD SEVEN: Financial Resources

INTRODUCTION:
The iFTI is very strong financially. The institution's financial strength is exemplified by the unqualified audit opinions received from Novak Francella LLC for the past year as well as the maximum composite score based upon calculations performed using the most recently available financial data. The iFTI receives income from union members who make earmarked contributions deducted from their paychecks. The iFTI also has substantial reserve funds that serve as a cushion in the event that union members' income from work hours should experience a temporary decline. Under the leadership of the Fund Administrator (Executive Director), the iFTI has sufficient experienced staff to provide appropriate oversight of income and expenditures. The iFTI does not process Title IV financial aid as it does not charge tuition for any of its programs.

1. A qualified financial officer oversees the financial and business operations of the institution.

ANALYSIS: The Fund Administrator (Executive Director) oversees the financial and business operations of the iFTI. A qualified financial officer of the IUPAT manages the department that provides bookkeeping and accounting services pursuant to the Shared Services Agreement. The independent auditing firm is Novak Francella LLC.

DOCUMENTATION:
1a. Executive Director Resume
1b. IUPAT Accounting Staff Credentials
1c. Shared Services Agreement

2. Financial records are maintained so that the institution's fiscal position may be analyzed in a timely manner.

ANALYSIS: The iFTI has entered into an agreement with the IUPAT that allows the iFTI to benefit from the experience and qualifications of the IUPAT staff in keeping and maintaining financial records. Under the terms of the agreement IUPAT personnel are responsible for budget preparation and support; preparation of monthly reports; reconciliation of bank accounts; preparation of audit and 990 work papers; preparation of quarterly functional allocation and reports; accounts payable; accounts receivable; and payroll.

DOCUMENTATION:
2a. IUPAT Accounting Staff Credentials
2b. Shared Services Agreement
2c. Shared Services Allocation

3. The institution demonstrates responsible financial management with funds sufficient to maintain quality educational programs and to complete the education of all students enrolled.

ANALYSIS: The institution has a history of careful management of financial resources documented by the results of the annual independent audits performed by Novak Francella LLC. A copy of the most recently completed audit is attached. The current fiscal year ended June 30, 2022 and the audit for that period is expected to be completed shortly afterwards.

DOCUMENTATION:
3. FY 2022 Audit

4. The institution uses adequate auditing and budgetary controls and procedures consistent with local, state, and federal requirements.)

ANALYSIS: The Board of Trustees undertakes a careful analysis of the available financial resources prior to articulating the goals, objectives and activities of the iFTI. The iFTI Strategic Plan itself is a reflection of these considerations.

DOCUMENTATION:
4a. iFTI Strategic Plan
4b. iFTI Strategic Plan
4c. iFTI Strategic Plan

5. The institution exercises proper management, financial controls, and business practices.

ANALYSIS: The institution follows Generally Accepted Accounting Policies (GAAP) in all its auditing and budgetary controls. Independent audits are performed annually by a reputable firm of certified public accountants, Novak Francella LLC.

DOCUMENTATION:
5. FY 2022 Audit

6. Persons handling institutional funds or revenues from any source are bonded or covered under an employee-dishonesty insurance policy.

ANALYSIS: The iFTI carries insurance coverage in the event of employee dishonesty as defined in the policy holder information.

DOCUMENTATION:
6. Insurance Policy h. Employee Dishonesty

7. Financial aid programs utilizing public and/or private funds are capably administered and accurately documented.

ANALYSIS: N/A. The iFTI does not charge tuition, so therefore this does not apply to iFTI.

DOCUMENTATION:
7. N/A

8. Qualified personnel are responsible for proper financial record-keeping, reporting, and auditing

ANALYSIS: There are established policies that set forth appropriate procedures for financial record-keeping, reporting, and auditing. Qualified financial personnel of the IUPAT are responsible for bookkeeping and accounting services pursuant to the Shared Services Agreement.

DOCUMENTATION:
8a. IUPAT Accounting Staff Credentials
8b. Shared Services Agreement
8c. FY 2022 Audit

9. The institution has reported all contingent liabilities in a timely manner. [See Section VII. Definitions - Contingent Liability.]

ANALYSIS: N/A. There are no known lawsuits pending against the iFTI at this time.
DOCUMENTATION:
9. N/A

10. The institution has submitted notices and copies of all lawsuits filed against the institution within five (5) days of being served.

ANALYSIS: N/A. There are no known contingent liabilities as of this writing.

DOCUMENTATION:
10. N/A

11. The institution maintains compliance with the Higher Education Reauthorization Act Title IV eligibility and certification requirements, including compliance with default management and audit benchmarks.

ANALYSIS: N/A. There are no known lawsuits pending against the iFTI at this time.

DOCUMENTATION:
11. N/A

12. The institution utilizes a written, comprehensive student loan repayment program addressing student loan information, counseling, monitoring, and cooperation with available lenders.

ANALYSIS: N/A. As an institution which does not charge tuition and fees, the iFTI does not maintain a financial aid program and this particular requirement is not applicable.

DOCUMENTATION:
12. N/A

13. The institution informs students of their ethical responsibilities regarding financial assistance.

ANALYSIS: N/A. As an institution which does not charge tuition and fees, the iFTI does not maintain a financial aid program and this particular requirement is not applicable.

DOCUMENTATION:
13. N/A

Special Financial Stability Requirement for Public Institutions (Item 14)

14. The institution identifies sources of funds and revenues and shows evidence of fiscal stability.

ANALYSIS: N/A. The iFTI is a non-public institution so this requirement is not applicable.

DOCUMENTATION:
14. N/A

Special Financial Stability Requirements for Non-Public Institutions (Items 15 through 17)

15. To document financial stability, the institution submits financial information required by the Council as described in the Handbook of Accreditation. [See Section VII. Definitions – Audited Financial Statement.] For initial accreditation, RASs and NETIs must submit audited financial statements for the two most recent fiscal years that include composite score worksheets prepared by an independent CPA. Restated/revised audited financial statements will not be accepted without third-party certification.

ANALYSIS: The iFTI is COE accredited and therefore has submitted the completed audited financial statements covering the fiscal year which began July 1, 2021 and concluded on June 30, 2022. The audits have been performed by a reputable firm of certified public accountants, Novak Francella LLC, in accordance with GAAP. The iFTI has also completed and submitted the required COE forms.

DOCUMENTATION:
15a. FY 2022 Audit
15b. COE Financial Questionnaire

16. The institution demonstrates financial stability through submission of the most recent audited financial statement that reflects a minimum, unrounded composite score of 1.5 for the two most recent fiscal years as disclosed on a composite score worksheet included in the audit report; and

ANALYSIS: The iFTI has demonstrated financial stability through submission of the completed audited financial statements covering the fiscal year which began on July 1, 2021 and concluded on June 30, 2022. The audits have been performed by a reputable firm of certified public accountants, Novak Francella LLC, in accordance with GAAP. The iFTI has also completed and submitted the COE financial forms.

DOCUMENTATION:
16a. FY 2022 Audit
16b. COE Financial Questionnaire

17. The institution demonstrates financial stability through submission of the most recent audited financial statement that reflects no condition or event which could potentially affect the institution's ability to continue operation, including but not limited to, contingent liabilities, on-going litigation, or the financial stability of a parent corporation.

ANALYSIS: N/A. The iFTI has no contingent liabilities or on-going litigation which could potentially affect the institution's ability to continue operation.

DOCUMENTATION:
17. N/A

18. The institution has a fair and equitable refund policy for the refund of tuition, fees, and other institutional charges in the event the institution cancels a class or if a student does not enter or does not complete the period of enrollment for which they have been charged.

ANALYSIS: N/A. The iFTI does not charge tuition and fees so the requirements for a refund policy are not applicable.

DOCUMENTATION:
18. N/A

19. The institution's refund policy is included in official publications and uniformly administered.

ANALYSIS: N/A. The iFTI does not charge tuition and fees so the requirements for a refund policy are not applicable.

DOCUMENTATION:
19. N/A

20. Refunds, when due, are made without requiring a request from the student.

ANALYSIS: N/A. The iFTI does not charge tuition and fees so the requirements for a refund policy are not applicable.

DOCUMENTATION:
20. N/A

21. Refunds, when due, are made within 45 days (1) of the last day of attendance if written notification has been provided to the institution by the student, or (2) from the date the institution terminates the student or determines withdrawal by the student.

ANALYSIS: N/A. The iFTI does not charge tuition and fees so the requirements for a refund policy are not applicable.

DOCUMENTATION:
21. N/A

22. Retention of tuition and fees collected in advance for a student who does not commence class and does not exceed $100.

ANALYSIS: N/A. The iFTI does not charge tuition and fees so the requirements for a refund policy are not applicable.

DOCUMENTATION:
22. N/A

23. Number of student files reviewed (minimum of 25)

24. The institution complies with the refund policies adopted by the Commission unless a different policy is mandated by an institution's state/federal approval agency.

ANALYSIS: N/A. The iFTI does not charge tuition and fees so the requirements for a refund policy are not applicable.

DOCUMENTATION:
24. N/A

CHALLENGES and SOLUTIONS:
At the present time, the iFTI is not experiencing financial challenges. The iFTI is fortunate to have a very strong financial base upon which to carry out its mission of providing instruction to the trainers of apprentices in the finishing trades. The Board of Trustees is careful to use the funds entrusted to the iFTI in a responsible manner in order to devote sufficient resources to continue to meet the needs of our students.

SUMMARY:
We believe that the iFTI is in full compliance with Standard 7.

STANDARD EIGHT: Human Resources

INTRODUCTION:
Employed at the iFTI, is a collaborative, committed, and experienced instructor, professional, and administrative staff who provide high quality services to the institution and are steadfast to the mission and vision of the iFTI. In particular, the staff members who function as the core faculty for the Instructor Training Program consist of a small and dedicated group of highly qualified individuals who are at the cutting edge of the overall mission of continuously improving training for the finishing trades. The staff members work together with the Director of Curriculum & Instruction to ensure that the training programs are relevant and up-to-date using best practices and current equipment, technology, and other training materials. The iFTI faculty members are highly respected in the construction industry and have extensive expertise and experience in their respective fields.

A. GENERAL

1. Duties and responsibilities of each position are specified in written job descriptions made available to administrators, faculty, and staff of the institution.

ANALYSIS: Written job descriptions specifying duties and responsibilities for each position are available to all administrators, faculty and staff. These descriptions have been reviewed and approved by the Board of Trustees.

DOCUMENTATION:
A1. General iFTI Job Descriptions

2. The institution has published and implemented procedures for handling complaints/grievances from faculty and staff that are consistent with the policies of the institution's governing board including complaints/grievances filed against the institution's chief administrator, if any.

ANALYSIS: The iFTI has a complaint procedure consistent with its legal obligations as an employer which is outlined in the employee handbook and has been approved by the Board of Trustees.

DOCUMENTATION:
A2. IUPAT Employee Handbook, p.8 "Complaint Procedure"

3. Procedures are in place for the continuous evaluation of the performance and effectiveness of full- and part-time employees, with at least an annual written review and evaluation.

ANALYSIS: Annual Performance Evaluations are conducted to offer employees and managers the opportunity to measure performance accomplishments and set new goals.

DOCUMENTATION:
A3a. IUPAT Employee Handbook, p.16 "Annual Performance Evaluations"
A3b. iFTI Instructor Evaluation Form and Enhancement Summary
A3c. Employee Self Evaluation

4. **Orientation procedures for all employees are maintained and followed equitably**

ANALYSIS: New employee orientation is provided by the appropriate supervisor under the overall direction of the Fund Administrator. Upon hire, each new employee receives a copy of the employee handbook and their job description.

DOCUMENTATION:
A4. IUPAT Employee Handbook, p.17

B. FACULTY

1. This criterion applies to ALL campuses: The institution has a sufficient number of faculty members to fulfill its mission and operate its programs.

ANALYSIS: The iFTI has a group of permanent employees who serve as the core faculty. In addition, instructors with extensive knowledge and expertise in their chosen subject matter areas are used to teach various classes in the Associate and Master Instructor Training Programs.

DOCUMENTATION:
B1. Faculty Resumes of Faculty Members

Each faculty member possesses

2. at least a high school diploma (or equivalent) for faculty hired after 2019,

ANALYSIS: Each core faculty member has a high school diploma (or equivalent). Some of the individual instructors who work under the supervision of faculty members may lack formal credentials, but are experienced as trainers in their technical fields. In all such cases the instructor works and is mentored under the aegis of a core faculty member who is appropriately credentialed.

DOCUMENTATION:
B2. Faculty Resumes of Faculty Members

3. expertise in the area of responsibility that is actively maintained,

ANALYSIS: All faculty members and instructors meet the requirements set by the Board of Trustees. Faculty members actively maintain expertise in current health and safety standards, trade specific technical knowledge, and best instructional practices through participation in the iFTI-sponsored opportunities for continuing education to gain and maintain industry certifications.

DOCUMENTATION:
B3. Resumes of Faculty Members

4. additional requirements established for faculty members by the institution's governing board and/or state regulatory agencies.

ANALYSIS: N/A. The iFTI has no additional requirements for faculty members issued by the Board of Trustees or other governing body at this time.

DOCUMENTATION:
B4. N/A

5. Faculty members who teach general education courses in associate degree programs hold a minimum of a bachelor's degree with 15 semester hours or 23 quarter hours in the teaching discipline with a grade of at least a 'C' in these courses.

ANALYSIS: N/A. The iFTI does not offer an associates' degree at this time.

DOCUMENTATION:
B5. N/A

6. Faculty members who teach technical courses in associate degree programs have a minimum of an associate degree in an area that is related to the technical courses they teach. (In exceptional cases, evidence of documented work experience and skills in the technical field may be considered instead of formal academic requirements.)

ANALYSIS: N/A. The iFTI does not offer an associates' degree at this time.

DOCUMENTATION:
B6. N/A

7. For all coursework delivered via distance education or hybrid: Faculty delivering instruction in a distance education format are full-time, part-time, or adjunct employees of the institution.

ANALYSIS: N/A. The iFTI does not use distance education.

DOCUMENTATION:
B7. N/A

8. For all coursework delivered via distance education or hybrid: The institution provides training for faculty who use technology in distance education courses and programs.

ANALYSIS: N/A. The iFTI does not use distance education.

DOCUMENTATION:
B8. N/A

9. The institution plans, provides, supports, and annually documents professional growth opportunities for and participation by all faculty members.

ANALYSIS: Faculty members are encouraged to attend conferences and meetings with professional associations that will improve their understanding of training issues and other related matters pertinent to the finishing trades. Faculty members are expected to maintain currency in their respective fields and to maintain contact with employers in order to ascertain the most relevant developments in the workplace that potentially impact instruction. The iFTI also has articulation agreements with several colleges and universities for continuing education.

DOCUMENTATION:
B9a. iFTI Employee Handbook, p. 18 "Education Assistance"
B9b. Degree Program email
B9c. Degree Program link for Google folder
B9d. CSU application

10. Each full-time and part-time faculty member responsible for delivering instruction on a regular and ongoing basis in a technical field to stay current with industry trends in addition to any occupational advisory committee involvement.

ANALYSIS: The iFTI offers faculty the opportunity to deliver instruction and stay current in their area of expertise throughout the calendar year which may include participation in regional industry meetings, conferences, and/or training enhancements with industry partners.

DOCUMENTATION:
B10. Instructor Symposium Invitation 2022

C. ADMINISTRATIVE AND SUPERVISORY PERSONNEL

1. This criterion applies to ALL campuses: The institution has a sufficient number of administrative and supervisory personnel to fulfill its mission and to oversee the operation of its programs and services.

ANALYSIS: The iFTI has a substantial administrative structure under the overall supervision of the Fund Administrator (Executive Director). The administrative supervision of the program curriculum is the responsibility of the iFTI Director of Curriculum & Instruction with assistance from the core faculty.

DOCUMENTATION:
C1a. Organizational Chart
C1b. Director of Curriculum & Instruction Resume

2. Administrative and supervisory personnel possess postsecondary education credentials and/or experience and demonstrated competencies appropriate to their areas of responsibility.

ANALYSIS: The iFTI administrative and supervisory personnel have appropriate educational credentials as well as significant levels of professional experience which qualify them for their areas of responsibility.

DOCUMENTATION:
C2. Resumes of Administrative and Supervisory Personnel

D. INSTRUCTIONAL SUPPORT STAFF
1. This criterion applies to ALL campuses: The institution has a sufficient number of instructional support staff members to fulfill its mission and deliver its programs.

ANALYSIS: The iFTI provides substantial full-time support staff for the core faculty and administrators. The current staffing levels are adequate to meet the responsibilities for support of the different educational activities undertaken by the iFTI on the main and in the ISCs.

DOCUMENTATION:
D1. Resumes of Instructional Support Staff

2. Personnel are employed to maintain student and financial records; to assist in producing instructional materials, classroom preparation, including technology; and to prepare correspondence, reports, and other documents as needed.

ANALYSIS: The Institute Coordinator along with the iFTI Curriculum team share responsibilities for student registration and academic records, financial recordkeeping, preparation of correspondence and reports, instructional materials, and other duties that may be required.

DOCUMENTATION:
D2. Organizational Chart

3. Instructional support staff possess education credentials and/or experience and demonstrated competencies appropriate to their areas of responsibility.

ANALYSIS: The iFTI administrative and supervisory personnel have appropriate educational credentials and professional experience which qualify them for their positions.

DOCUMENTATION:
D3a. Resumes of Instructional Support Staff
D3b. Organizational Chart

E. NON-INSTRUCTIONAL SUPPORT STAFF/SERVICES

1. This criterion applies to ALL campuses: Custodial services are available to provide routine care and maintenance of facilities and grounds for the institution.

ANALYSIS: Custodial services are provided through the IUPAT lease agreement for the main campus and custodial agreements are arranged by each of the four COE accredited ISCs.

DOCUMENTATION:
E1a. IUPAT Lease Agreement / Custodial Services
E1b. iFTI Physical Facilities & Technical Infrastructure Plan

2. This criterion applies to ALL campuses: Preventative maintenance services ensure continued operation of the facilities.

ANALYSIS: Preventive maintenance for the building is provided through the lease arrangement with the IUPAT for the main campus and custodial and preventive maintenance are arranged by each of the four COE accredited ISCs..

DOCUMENTATION:
E2a. IUPAT Lease Agreement / Custodial Services
E2b. iFTI Physical Facilities & Technical Infrastructure Plan

CHALLENGES and SOLUTIONS:
It is always a challenge to deliver high quality instruction, but the iFTI has been successfully accomplishing this for a number of years. The responsibilities for employees are spelled out in the employee handbook and the job descriptions. The iFTI prides itself on the excellence of the men and women who are full-time employees and are dedicated to serving the needs of our students.

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The iFTI needs to ensure that the new student orientation includes review of the iFTI Student Handbook. This can be accomplished for new students by providing a shared hard copy available in the iFTI classrooms, and in the Instructional Service Centers. Access to the iFTI Student Handbook is available electronically through the iFTI Learning Management System. An individual may request a hard copy for personal use from the staff at the iFTI in Hanover, MD.

SUMMARY:

We believe that the iFTI is in full compliance with Standard 8.

ROSTER OF INSTRUCTIONAL STAFF

Location: _International Finishing Trades Institute, Hanover Maryland and all ISCs

Complete this roster for all instructional staff (full-time and part-time) currently employed.
Indicate which instructors teach courses in associate degree programs with an asterisk (*).
Complete one chart per campus.

NAME	YEAR OF EMPLOYMENT	MOST ADVANCED DEGREE	EXPERIENCE IN FIELD/IN CLASSROOM	COURSES TAUGHT	CURRENT INSTRUCTIONAL LOAD IN HOURS/WK	
					Part-Time	Full-Time
Trent Barns	2008	BS/Business	8	FTI 111C	✔	Click
Robert Scherbarth	2008			FTI 111C, FTI 1120C, FTI 1125, FTI 139, FTI 194	✔	Click
Matt Schmitt	2008		25+	FTI 111C / FTI 1120C	✔	Click
Kevin Harned	2007		40	FTI 1109C / FTI 114C / FTI 119C	✔	Click
Dr. Mark Johnson	2023	BA	30	FTI 1000 / FTI 1001	✔	Click
Phil Harper	2013	Ed.D.	7	FTI 1104C, FTI 1109C, FTI 1114C, FTI 119C, FTI 1134C	✔	Click
Luke DeBoy	2018	MS	13	FTI 1141 / FTI 1154	✔	Click
Dave Tomczk	2021	AA	12	FTI 1109, FTI 1114C, FTI 119C	✔	Click
Lisa Berlin	2022	MS	27	FTI 9999	✔	Click
Alice Gwinn	2004	MA	24	FTI 9999	✔	Click
Veronica Leal	2017	BS/Business	6	FTI 7005	✔	Click
Seth Pervarnik	2012	AA	30	FTI 7001C / FTI 4220	✔	Click
Andrew Donaldson	2017	BS	23	FTI 4219	✔	Click
Martin Milz	2019		20	FTI 1214	✔	Click
Farid Poursoltani		JD	20	FTI 1025	✔	Click
Sue Bartlett	2016	MA	30	FTI 1024	✔	Click
Antoine Hicks	2021	BA	10	FTI 1023	✔	Click
Don Styka	2021	MA/Business	30	FT1 4005C	✔	Click
Greg Raftery	2015		40	FTI 1207, FTI 1208, FTI 1216, FTI 1217, FTI 1218, FTI 1220, FTI 1222, FTI 1223, FTI 1224, FTI 1225, FTI 1226, FTI 1238	✔	Click
Ron Overton	2008		35	FTI 1131C	✔	Click
Nicholas Tilford	2022		8	FTI 5305	✔	Click
Matt Fox	2021	BS	11	FTI 5009C / FTI 5010	✔	Click
Dan Hink	2017		17	FTI 7605	✔	Click
Kristin Pedersen	2022	BA	5	FTI 5305	✔	Click
Jordan Blatter	2017	BA	8	FTI 1112C / FTI 1120C / FTI 111C	✔	Click
Sam Rogers	2016		25	FTI 1144C / FTI 1126C	✔	Click
Ruth Friedman	2018	Ed.D	18	FTI 999C	✔	Click
Gary Gustafson	2016	BA	7	FTI 1101C / FTI 1116C / FTI 1138C	✔	Click
Michelle Sawyer	2004	MS	21	FTI 1000 / FTI 1001	✔	Click
Tim Yost	2021	AA	19	FTI 1173C / FTI 198	✔	Click

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ROSTER OF ADMINISTRATIVE/SUPERVISORY STAFF

Location: International Finishing Trades Institute, Hanover Maryland and all ISCs

Complete this roster for all administrative and supervisory staff (full-time and part-time) currently employed.
Complete one chart per campus.

NAME	JOB TITLE	YEAR EMPLOYED	HIGHEST EDUCATION	EXPERIENCE	NO.OF HOURS PER WEEK
Ron Kniess	Chief Financial Officer	2003	MS	20	40
Anton Ruesing	IFTI Director, CFO	2015	BA	15	40
Thomas Pfundstein	Director of Curriculum & Instruction, CAO	2006	Ph.D	17	40
Lisa Berlin	Instructor Development Specialist, COE Liaison	2022	MS	1	40
Alice Gwinn	Senior Curriculum Instruction Assessment Technology Coordinator	2004	MA	20	40
Donna Cruz	Curriculum Instruction Assessment Technology Coordinator, Registrar	2010	BA	13	40
Nicole Augustine	Institute Coordinator	2011	AA	12	40
Kelly Locke	Curriculum Support Specialist	2021	BA	2	40
Bernie Mizula	Health and Safety Director	2020	MA	4	40
Rose Hood	Office Manager	2006	HS	18	40
Claire Barrett	Admin Assistant	2019	HS	4	40
Jenel Boston	Admin Assistant	2018	BA	5	40
Ronald McCrimmon	Admin Assistant	2016	HS	7	40
Justina Fuller	Admin Assistant	2023	AA	2 months	40
Kelli Winkelman	Admin Assistant	2017	BA	6	40
Gavin McDonald	Marketing and Communication Director	2004	BA	20	40
Antoinette Green	Affiliate Services Director	2018	MBA	5	40
Dan Hink	Apprenticeship Program Specialist	2018	HS/TRADE	5	40
Matt Fox	Glazing Specialist	2021	BS	3	40
Ken Seal	Industrial Coating Specialist	2012	BS	11	40

STANDARD NINE: Organizational Structure

INTRODUCTION:

The iFTI is a non-profit 501 (c) (3) organized for the purposes of ensuring continued high-quality training, increased market share and profitability of the finishing trades industries through labor and management collaboration. The iFTI is overseen by a Board of Trustees composed of representatives from the IUPAT and its signatory contractors per the requirements for ERISA programs as outlined by the U.S. Department of Labor. The Board of Trustees has the full legal authority to collect monies, disburse payment, and hire staff to meet the mission of the organization. The Board of Trustees meets at least 2 times each year and the minutes of the meetings are available for review by COE.

1. The institution has a legally constituted governing body or board that has the legal authority and responsibility for the institution's operation and control.

ANALYSIS: The Board of Trustees operates under a Trust Document which outlines all of their responsibilities and legal requirements. The Board of Trustees has been granted full legal authority for the institution's operation and control.

DOCUMENTATION:
1a. iFTI Agreement and Declaration of Trust Certificate
1b. iFTI_LMCI Board of Trustees

2. If applicable, the institution has possession of the currently valid original document(s), typically a state/federal agency approval, required to operate as an occupational education institution within the state or federal jurisdiction where it is located.

ANALYSIS: The iFTI operates as an ERISA fund under the auspices of the U.S. Department of Labor.

DOCUMENTATION:
2. DOL certificate

3. The chief administrator is responsible for the institution's postsecondary operations and has the authority to implement the governing body's postsecondary policies.

ANALYSIS: The Chief Administrator (Director of Curriculum and Instruction) and the Fund Administrator (Executive Director) assume responsibility for the institution's day-to-day operations as authorized by the Board of Trustees.

DOCUMENTATION:
3. iFTI Agreement and Declaration of Trust

4. The institution has a designated chief administrator responsible for accreditation who is the person of record for all purposes of the Commission, is a full-time staff member of the institution, has his/her office on the main campus, and is the Commission's point of contact for all locations of the institution.

ANALYSIS: The Chief Administrator (Director of Curriculum and Instruction) is a full-time employee of the iFTI, maintains an office on the main campus and is the Commission's main point of contact.

DOCUMENTATION:
4. Organizational Chart

5. An organizational chart is available to show the functional relationships among the personnel of the institution that promote the effective operation of educational programs and institutional services for students.

ANALYSIS: The iFTI organizational chart shows the iFTI hierarchy of the Fund Administrator (Executive Director), Chief Administrator (Director of Curriculum & Instruction), Directors of Training for the Instructional Service Centers (ISC), OAC members and other training personnel which ensures the effective operation of educational programs and institutional services for students.

DOCUMENTATION:
5. Organizational chart

6. The organizational structure promotes the effective operation of educational programs and institutional services for students.

ANALYSIS: The iFTI organization consists of Fund Administrator (Executive Director), Chief Administrator (Director of Curriculum & Instruction) and other training personnel that develop, promote and execute training curriculum, courses and classes.

DOCUMENTATION:
6. Organizational chart

CHALLENGES and SOLUTIONS:
The organizational structure is overseen by the Board of Trustees. The iFTI hierarchical structure ensures continued high-quality training, which promotes and executes training curriculum, courses and classes for the effective operation of educational programs and institutional services for students.

SUMMARY:
We believe that the iFTI is in full compliance with Standard 9.

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STANDARD 9
Form of Ownership

Check the appropriate box, complete the section of the form that applies to your institution, and provide any requested documentation. Include this form in the self-study.

Check the appropriate box; complete that section of the form; and provide any requested documentation. (**Only one box should be checked.**)

☐	**PUBLIC**

Governing Board (Public Institution)	Click
Name	Click
Chairman and/or Executive Director	Click
Address	Click

City	Click	State	Click	Zip	Click
Telephone	Click	FAX	Click		

Provide a copy of the institution's legislative authorization.

☒	**NON-PROFIT CORPORATION; MAY INCLUDE CHARTER SCHOOLS**

Has the corporation been officially recognized by the Internal Revenue Service as an exempt organization under Section 501(c)3, Section 501(c)6, or other such category in the IRS Code?

Yes ☒   No ☐

If yes, attach a copy of the determination letter from the IRS.
If no, attach an explanation.

Provide a copy of the corporate charter.

Corporate Name	IUPAT		
Address	7230 Parkway Drive		
City	Hanover	State	MD	Zip 21076
Telephone	(800) 276-7289	FAX	Click
Email Address	rkneiss@iupat.org	Registered Agent	IUPAT Building Corp.

List names and titles of all officers:

NAME	TITLE	HOURS PER WEEK SPENT AT THE INSTITUTION
James A Williams	General President/ Chair	Varies
Peter Cafiero	Co-Chair	Varies

Provide a roster of all members of the board of directors listed by name, title, professional/business affiliation, and address.

☐	**PRIVATELY HELD BUSINESS CORPORATION; MAY INCLUDE CHARTER SCHOOLS**

If the institution is a unit or subsidiary of a corporation or corporate division whose stock is privately held, list the appropriate corporate officer or operating division head. This may include charter management organizations.

Provide a copy of the corporate charter.

Corporate Officer/Operating Division Head   Click

Corporate Name   Click

Address   Click

City   Click   State   Click   Zip   Click

Telephone   Click   FAX   Click

Email Address   Click

List names and titles of all owners and officers (including minority stock holders):

NAME	TITLE	PERCENT OF STOCK HELD	HOURS PER WEEK SPENT AT THE INSTITUTION
Click	Click	Click	Click
Click	Click	Click	Click
Click	Click	Click	Click
Click	Click	Click	Click

IUPAT FINISHING TRADES INSTITUTE
7230 PARKWAY DR
HANOVER, MD 21076

Notice to exempt organizations holding
previously-issued exemption certificates

The Comptroller of Maryland's Revenue Administration Division is re-issuing sales tax exemption certificates to all organizations that continue to qualify. Your organization's new certificate is attached and is valid effective immediately. Previously issued exemption certificates become invalid on October 1, 2022. Vendors are required to charge tax on sales made on or after October 1, 2022, to any organization which does not present a new certificate at the time of sale.

If your organization deals regularly with certain vendors, we suggest that you contact them before October 1, 2022, so they can verify that your organization has been issued a new certificate.

The re-issuance of these certificates does not change current procedures for claiming resale exclusions by exempt organizations engaged in purchasing tangible personal property for sale. The sales and use tax registration numbers of licensed vendors have not been changed and the validity of blanket resale certificates bearing these numbers is unaffected.

Only one certificate will be provided to organizations with more than one location.

Comptroller of Maryland
Revenue Administration Division
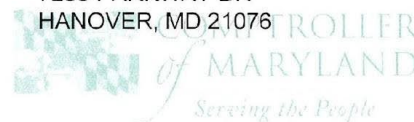P.O. Box 549-SUTEC
Annapolis, Maryland 21404-0549

The attached card is your organization's new exemption certificate which is valid upon receipt and effective until the expiration date designated on its face. See Business Tax Tip #6 at www.marylandtaxes.gov and the instructions on the back of the card for the proper use of the exemption certificate. If you have any questions regarding the use of this card, call Taxpayer Services Division at (410) 260-7980, toll free 1-800-638-2937, or e-mail taxhelp@marylandtaxes.gov.

Comptroller of Maryland
Sales and Use Tax Exemption Certificate

Account Number **31201815**

Expiration Date
09/30/2027

Name **IUPAT FINISHING TRADES INSTITUTE**
7230 PARKWAY DR
HANOVER, MD 21076

PLEASE LAMINATE THIS CARD

17014   NONGOV-1 (2/22)

06/30/2003 11:29 FAX 513 263 3756 TE/GE CINTI @002/003

Internal Revenue Service

Department of the Treasury
P. O. Box 2508
Cincinnati, OH 45201

Date: June 30, 2003

IUPAT Joint Apprenticeship Training Fund
c/o James E. Donaldson
1750 New York Avenue NW 8th Floor
Washington, DC 20006-5301

Person to Contact:
    Jeremy L. Vogelpohl 31-03888
    Customer Service Representative
Toll Free Telephone Number:
    8:00 a.m. to 6:30 p.m. EST
    877-829-5500
Fax Number:
    513-263-3756
Federal Identification Number:
    52-1923143

Dear Sir or Madam:

This is in response to your request of June 30, 2003 regarding your organization's tax exempt status.

Our records reflect that we issued a determination letter in July 1996 which recognized your organization as exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code.

Based on information subsequently submitted, we classified your organization as a private foundation within the meaning of section 509(a) of the Code. In that letter we did not determine whether the organization was an operating foundation as defined in section 4942(j)(3) of the code.

If your organization's purposes, character, method of operations, or sources of support have changed, please let us know so we can consider the effect of the change on the organization's exemption and foundation status.

Donors may deduct contributions to your organization as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to the organization or for its use are deductible for federal estate and gift tax purposes if they meet the applicable provisions of sections 2055, 2106, and 2522 of the Code.

Your organization is required to file Form 990-PF, Return of Private Foundation or Section 4947(a)(1) Trust Treated as a Private Foundation. Form 990-PF must be filed by the 15th day of the fifth month after the end of the organization's annual accounting period. A penalty of $20 a day is charged when a return is filed late, unless there is a reasonable cause for the delay. However, the maximum penalty charged cannot exceed $10,000 or 5 percent of the organization's gross receipts for the year, whichever is less. This penalty may also be charged if a return is not complete, so please be sure the return is complete before filing it.

Your organization is liable for taxes under the Federal Insurance Contributions Act (social security taxes) on remuneration of $100 or more paid each employee during a calendar year. Your organization is not liable for the tax imposed under the Federal Unemployment Tax Act (FUTA). However, since your organization is a private foundation, it is subject to excise tax under Chapter 42 of the Code. Your organization may also be subject to other federal excise taxes.

-2-

IUPAT Joint Apprenticeship Training Fund
52-1923143

Your organization is not required to file federal income tax returns unless it is subject to the tax on unrelated business income under section 511 of the Code. If subject to this tax, the organization must file an income tax return on Form 990-T, Exempt Organization Business Income Tax Return. In this letter, we are not determining whether any present or proposed activities are unrelated trade or business as defined in section 513 of the Code.

Section 6104 of the Internal Revenue Code requires you to make your organization's annual return available for public inspection without charge for three years after the due date of the return. The law also requires organizations that received recognition of exemption on July 15, 1987, or later, to make available for public inspection a copy of the exemption application, any supporting documents and the exemption letter to any individual who requests such documents in person or in writing. Organizations that received recognition of exemption before July 15, 1987, and had a copy of their exemption application on July 15, 1987, are also required to make available for public inspection a copy of the exemption application, any supporting documents and the exemption letter to any individual who requests such documents in person or in writing.
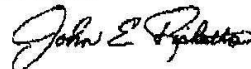For additional information on disclosure requirements, please refer to Internal Revenue Bulletin 1999 - 17.

As this letter could help resolve any questions about your organization's exemption and foundation status, you should keep it with the organization's permanent records.

If you have any questions, please call us at the telephone number shown in the heading of this letter.

This letter affirms your organization's exempt status.

Sincerely,

John E. Ricketts, Director, TE/GE
Customer Account Services

Form 990

Return of Organization Exempt From Income Tax

Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except black lung benefit trust or private foundation)

▶ The organization may have to use a copy of this return to satisfy state reporting requirements.

Department of the Treasury
Internal Revenue Service

OMB No. 1545-0047

2005

Open to Public Inspection

A For the 2005 calendar year, or tax year beginning _____ and ending _____

B Check if applicable:		C Name of organization			D Employer identification number
☐ Address change	Please use IRS label or print or type. See Specific Instructions.	IUPAT - FINISHING TRADES INSTITUTE			52-1923143
☒ Name change		Number and street (or P.O. box if mail is not delivered to street address)	Room/suite	E Telephone number	
☐ Initial return		1750 NEW YORK AVE., N.W.		202-637-0791	
☐ Final return		City or town, state or country, and ZIP + 4		F Accounting method: ☐ Cash ☒ Accrual ☐ Other (specify) ▶	
☐ Amended return		WASHINGTON, DC 20006			

☐ Application pending

● **Section 501(c)(3) organizations and 4947(a)(1) nonexempt charitable trusts must attach a completed Schedule A (Form 990 or 990-EZ).**

G Website: ▶ WWW.IUPAT.ORG/ABOUTUS/JATF.HTML

J Organization type (check only one) ▶ ☒ 501(c) (3) ◀ (insert no.) ☐ 4947(a)(1) or ☐ 527

K Check here ▶ ☐ if the organization's gross receipts are normally not more than $25,000. The organization need not file a return with the IRS; but if the organization chooses to file a return, be sure to file a complete return. Some states require a complete return.

H and I are not applicable to section 527 organizations.

H(a) Is this a group return for affiliates? ☐ Yes ☒ No

H(b) If "Yes," enter number of affiliates ▶ N/A

H(c) Are all affiliates included? N/A ☐ Yes ☐ No (If "No," attach a list.)

H(d) Is this a separate return filed by an organization covered by a group ruling? ☐ Yes ☒ No

I Group Exemption Number ▶ N/A

M Check ▶ ☐ if the organization is **not** required to attach Sch. B (Form 990, 990-EZ, or 990-PF).

L Gross receipts: Add lines 6b, 8b, 9b, and 10b to line 12 ▶ **5,886,990.**

Part I | Revenue, Expenses, and Changes in Net Assets or Fund Balances

1	Contributions, gifts, grants, and similar amounts received:			
a	Direct public support	1a	154,262.	
b	Indirect public support	1b		
c	Government contributions (grants)	1c		
d	Total (add lines 1a through 1c) (cash $ 154,262. noncash $)	1d		154,262.
2	Program service revenue including government fees and contracts (from Part VII, line 93)	2		5,550,267.
3	Membership dues and assessments	3		0.
4	Interest on savings and temporary cash investments	4		147,462.
5	Dividends and interest from securities	5		0.
6 a	Gross rents	6a		
b	Less: rental expenses	6b		
c	Net rental income or (loss) (subtract line 6b from line 6a)	6c		
7	Other investment income (describe ▶)	7		0.
8 a	Gross amount from sales of assets other than inventory (A) Securities	8a	(B) Other	
b	Less: cost or other basis and sales expenses	8b		
c	Gain or (loss) (attach schedule)	8c		
d	Net gain or (loss) (combine line 8c, columns (A) and (B))	8d		0.
9	Special events and activities (attach schedule). If any amount is from gaming, check here ▶ ☐			
a	Gross revenue (not including $ _____ of contributions reported on line 1a)	9a		
b	Less: direct expenses other than fundraising expenses	9b		
c	Net income or (loss) from special events (subtract line 9b from line 9a)	9c		
10 a	Gross sales of inventory, less returns and allowances	10a		
b	Less: cost of goods sold	10b		
c	Gross profit or (loss) from sales of inventory (attach schedule) (subtract line 10b from line 10a)	10c		0.
11	Other revenue (from Part VII, line 103)	11		34,999.
12	Total revenue (add lines 1d, 2, 3, 4, 5, 6c, 7, 8d, 9c, 10c, and 11)	12		5,886,990.
13	Program services (from line 44, column (B))	13		2,183,236.
14	Management and general (from line 44, column (C))	14		1,557,073.
15	Fundraising (from line 44, column (D))	15		0.
16	Payments to affiliates (attach schedule)	16		0.
17	Total expenses (add lines 16 and 44, column (A))	17		3,740,309.
18	Excess or (deficit) for the year (subtract line 17 from line 12)	18		2,146,681.
19	Net assets or fund balances at beginning of year (from line 73, column (A))	19		6,598,395.
20	Other changes in net assets or fund balances (attach explanation) SEE STATEMENT 1	20		107,060.
21	Net assets or fund balances at end of year (combine lines 18, 19, and 20)	21		8,852,136.

523001 02-03-06 LHA **For Privacy Act and Paperwork Reduction Act Notice, see the separate instructions.** Form 990 (2005)

1

RESOLUTION

WHEREAS, the IUPAT Joint Apprenticeship and Training Fund has as its mission to continually enhance the training opportunities available to IUPAT members, and

WHEREAS, these efforts include seeking academic credit for training and educational programs sponsored by the IUPAT Joint Apprenticeship and Training Fund, by the International Union and by local training funds, and

WHEREAS, additional efforts have been made to establish career ladders and to develop certification and licensure programs,

WHEREAS, through these efforts the IUPAT Joint Apprenticeship and Training Fund has become far more than a traditional apprenticeship fund and now stands ready to become a true Institute of higher education for the men and women of the Finishing Industry,

WHEREAS, the name of the IUPAT Joint Apprenticeship and Training Fund should reflect the breadth of its mission and its programs,

WHEREAS, including the title "Institute" in the name of the IUPAT Joint Apprenticeship and Training Fund will accurately convey to participating employers and Union members that the principal mission of the Fund is lifetime education that will improve the efficiency and quality of services delivered,
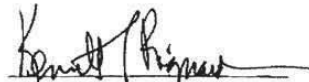
WHEREAS, adopting such a name will convey to outside parties, including granting agencies, other educational institutions and accreditation and licensing boards, a more accurate indication of the broad scope and sophistication of the educational and training programs conducted by the IUPAT Joint Apprenticeship and Training Fund,

THEREFORE BE IT RESOLVED that the IUPAT Joint Apprenticeship and Training Fund shall be henceforth known as The Finishing Trades Institute, and

BE IT FURTHER RESOLVED that The Finishing Trades Institute shall continue as a trust fund pursuant to 29 USC §186(c)(6) and shall be a successor to the IUPAT Joint Apprenticeship and Training Fund for all purposes, including the receipt of contributions pursuant to collective bargaining, participation and other agreements.

Robert Swanson
Co-Chair
February 4, 2005

Kenneth Rigmaiden
Co-Chair
February 4, 2005

STANDARD TEN: Student Services and Activities

INTRODUCTION:
The iFTI has a unique student body composed of trainers from regionally located apprenticeship programs and adapts its student services to meet the needs of those individuals. Orientation and advisement services are provided and appropriate to the body of students in the Instructor Training Program. Emphasis upon use of the iFTI's Learning Management System is an important resource for trainers in carrying out their duties to the local apprenticeship programs. Appropriate counseling by the iFTI staff is available to all students and is of focus for ensuring retention in the Instructor Training Program. Retention is a crucial element in the program and is supported by communication and guidance to follow the instructor pathway through completion of the Associate and Master Instructor Programs. Retention in the program is sometimes superseded by internal promotions to other positions in the IUPAT. Student rights to file grievances and voice concerns as well as privacy are fiercely protected and are paramount in the concern of the iFTI staff.

1. This criterion applies to ALL campuses: The institution provides academic advisement services to assist students in planning for the occupational education programs they seek to pursue.

ANALYSIS: All students attending classes on the iFTI main campus and ISCs have the opportunity to speak with or email the iFTI's Instructor Development Specialist who may advise students in planning for participation in the iFTI Instructor Training Programs and other educational opportunities.

DOCUMENTATION:
1a. iFTI Instructor Pathway
1b. iFTi Organizational Chart
1c. Lisa resume
1d. Student Handbook, Advisement

2. Tests or other means of assessing the achievement and aptitudes of students for various occupations are appropriate and are used to provide personalized counseling and program admissions services to students.

ANALYSIS: As a member of the IUPAT, the minimum requirements are outlined in the National Guidelines Standards (NGS) for apprenticeship programs. Page three of the NGS outlines the Minimum Qualifications according to 29CFR29.5(b)(10) and include an age of at least 18 years of age and minimum educational proficiency requirements.

DOCUMENTATION:
2.NGS-IUPAT_RevisedNGS_SignedbyJohnVLadd_onJune2023

3. If the institution has processed Title IV loans or is currently processing Title IV loans, it has a default management plan that meets the requirements of the Commission for as long as required by the U.S. Department of Education. [See Section VII. Definitions – Default Management Plan.]

ANALYSIS: N/A.

DOCUMENTATION:
3. N/A

4. This criterion applies to ALL campuses: There is a student orientation program to acquaint new students with policies, functions, and personnel of the institution.

ANALYSIS: As part of the student orientation program, students are provided online access to the iFTI Student Handbook that outlines the policies, functions, and personnel of the iFTI.

DOCUMENTATION:
4a. iFTI Student Handbook
4b. Welcome Learners
4c. NewMemberOrientation_100823.pptx

5.   The institution has a written plan for addressing retention of students. [See Section VII. Definitions – Plan.]

The institution's student retention plan

6. includes input from faculty and students,
7. is evaluated on an annual basis (and revised as necessary), and
8. addresses how results are shared with faculty and staff.

ANALYSIS: The iFTI is committed to retaining students in the instructor programs. There are several ways the iFTI encourages continued participation. Firstly, the Instructor Pathway is available online and is discussed in person in the classes that are held at the main campus; secondly, the courses are available on the iFTI calendar so that students can plan the class schedule; and travel and accommodations are covered when required courses at the main campus. Continued communication is sent to students and employers encouraging registration for upcoming classes.

DOCUMENTATION:
5a. iFTI Student Handbook - Student Retention Plan
5b. Instructor Pathway
6a. Course Calendar
6b. Sample Follow-up emails
7. iFTI Student Handbook - Student Retention Plan
8. BOT ppt slide - data for participation

9. **The institution has published and implemented grievance policies for handling complaints from students.**

ANALYSIS: The iFTI student grievance policies are published and available in the iFTI Student Handbook**.**

DOCUMENTATION:
9. iFTI Student Handbook - Grievance Procedure

10. The institution includes the Commission's mailing address, telephone number, and website address within the grievance policy in case the grievance cannot be resolved at the institutional level.

ANALYSIS: The iFTI provides the Commission's mailing address, telephone number, and website address in the event that a grievance needs to be escalated.

DOCUMENTATION:
10. iFTI Student Handbook - Grievance Procedure

11. Institutional records reflect that program complaints and grievances receive due process

and include evidence of resolution.

ANALYSIS: The grievance policy provides for due process and evidence of resolution. To date, there have been no formal complaints or grievances.
DOCUMENTATION:
11. iFTI Student Handbook - Grievance Procedure

12. The institution maintains records on student complaints that are filed in accordance with the institution's grievance policy to ensure acceptable quality in the educational programs offered by the institution.

ANALYSIS: Student complaint or grievance records are maintained and filed by the iFTI Director of Curriculum and Instruction. The iFTI will adhere to the complaint procedure outlined in our iFTI Student Handbook. To date, the iFTI has not received any grievances.

DOCUMENTATION:
12. iFTI Student Handbook - Grievance Procedure

Item 13: This item is to be completed by Visiting Teams during accreditation visits.

13. Number of complaints in file since last accreditation site visit. (All student complaints on file must be reviewed for compliance with the institution's grievance policy.)

ANALYSIS: N/A. Since the last accreditation visit there have been no student complaints.

DOCUMENTATION:
13. N/A

14. This criterion applies to ALL campuses: A designated staff member is responsible for maintaining official files and records of students.

ANALYSIS: The iFTI Curriculum, Instruction Assessment Technology Coordinator/Registrar, Donna Cruz, is the designated staff member is primarily responsible for maintaining official files and records of students on the iFTI LMS.

DOCUMENTATION:
14. Organizational Chart

**15. Written procedures are established for access to student coursework, testing, and records
to ensure confidentiality, limiting access to authorized personnel only.**

ANALYSIS: The iFTI LMS is a secure database with individual logins and password protection for accessing coursework, testing and records. The iFTI Technical Infrastructure Data Privacy, Safety and Security Plan provides for the procedures to protect student information. The iFTI also follows FERPA requirements for the release of educational information.

DOCUMENTATION:
15a. iFTI Technical Infrastructure Data Privacy, Safety and Security Plan
15b. FERPA
15c. iFTI LMS Learner Manual

**16. Student records, including enrollment, financial, academic, and current educational
progress, as well as program completion, program placement and, if applicable, licensure**

exam pass rate status, are available at the institution.

ANALYSIS: The iFTI maintains all student educational records securely and electronically. The student records including transcripts are stored in the iFTI LMS and the IUPAT UNITE membership database.

DOCUMENTATION:
16a. iFTI Technical Infrastructure Data Privacy, Safety and Security Plan
16b. Transcript

Item 17: This item is to be completed by Visiting Teams during accreditation visits.
Item 17. Number of student files reviewed (minimum of 25) (Transcripts and Certificates)

18. The institution, upon request by students, provides transcripts or procedures for obtaining transcripts containing, at a minimum, the following information: the program of study, courses or units of study completed with corresponding grades, and period of enrollment.

ANALYSIS: The iFTI students have secure access to their training and education transcript through the iFTI LMS and IUPAT's UNITE member database.

DOCUMENTATION:
18a. IUPAT UNITE Transcript
18b. iFTI LMS Learner Manual

Policies and procedures used for admission to programs must demonstrate relevance to students' abilities to complete the educational programs offered regardless of the method of delivery. In order to achieve this objective, candidate and accredited institutions must document compliance with the following requirements related to student admissions:

19. Admissions policies and procedures are clearly stated, consistently applied, nondiscriminatory, published, and consistently communicated to students.

ANALYSIS: The programs are open to all current instructors and coordinators employed by either an IUPAT local union or an IUPAT local union JATC with the approval of the Director of Training (DoT). The recruitment, selection, employment, and training of individuals for the iFTI program shall be without discrimination because of race, color, religion, national origin, sex, or non-job-related disability. The iFTI shall take affirmative action to provide equal opportunity.

DOCUMENTATION:
19a. Training announcements
19b. Email confirmation

20. Admission requirements offer reasonable expectations for successful completion of the occupational programs offered by the institution regardless of the method of delivery.

ANALYSIS: The iFTI in-person classes are offered multiple times per year and allows for reasonable expectation for successful completion of the class requirements.

DOCUMENTATION:
20a. iFTI Course Calendar
20b. Training announcements

**21. If applicable: Institutions that admit students by exception to standard admission
policies and procedures**
a. have written admissions policies and procedures for these exceptions,
b. apply them uniformly,
c. provide documented evidence on how they are used,
d. maintain records on student progress, and
e. evaluate the effectiveness of the procedures used in admitting students by exception on an annual basis

ANALYSIS: N/A. The iFTI does not admit students by exception to standard admission policies and procedures.

DOCUMENTATION:
21. N/A

**22. If applicable: For students admitted to a Vocational English-As-A-Second Language
program, the institution utilizes written admission procedures that comply with Policies
established by the Commission.**

ANALYSIS: N/A. The iFTI does not have a Vocational English-As-A-Second Language Program.

DOCUMENTATION:
22. N/A

**23. If applicable: Students admitted into associate degree programs have documentation
of a high school diploma or its equivalent.**

ANALYSIS: N/A**.** The iFTI does not offer an Associate degree program.

DOCUMENTATION:
23. N/A

**24. This criterion applies to ALL campuses: The institution is responsible for any reasonable accommodation of
students who are identified to have special needs.**

ANALYSIS: The iFTI is committed to complying fully with the Americans with Disabilities Act (ADA) and ensuring equal
opportunity for qualified persons with disabilities.

DOCUMENTATION:
24. iFTI Student Handbook 2023

25. This criterion applies to ALL campuses: The institution provides placement services for all program completers.

ANALYSIS: The iFTI students are already full-time employees of local union organizations.

DOCUMENTATION:
25a. IFTI_Institutional_Placement_&_Follow-Up_Services
25b. Employer Verification Froms Link

26. The institution demonstrates that it is following a written plan for placement services that includes the following elements:

ANALYSIS: N/A. The iFTI students are already full-time employees of local union organizations. Emails are sent to near completers to encourage completion of the program which includes a listing of upcoming classes.

DOCUMENTATION:
26a. *IFTI_Institutional_Placement_&_Follow-Up_Services*
26b. *FollowUpEmail1*
26c. *FollowUpEmail2*
26d. *FollowUpEmail3*

27. Identification of responsibilities for coordination of placement services,

ANALYSIS: The iFTI students are already full-time employees of local union organizations.

DOCUMENTATION:
27. FTI_Institutional_Placement_&_Follow-Up_Services

28. A communications network that exists between the person responsible for placement coordination, the staff, the faculty, and various businesses and industries of the service area,

ANALYSIS: The iFTI students are already full-time employees of local union organizations.

DOCUMENTATION:
28.FTI_Institutional_Placement_&_Follow-Up_Services

29. A list of employers and employment opportunities,

ANALYSIS: N/A ,however a map is included of District and Local IUPAT Councils

DOCUMENTATION:
29a. Regional Map of IUPAT areas

30. Counseling of students,

ANALYSIS: The iFTI Director of Curriculum and Instruction, faculty, and staff are available, upon request, for consultation on student progress, professional development, remediation requirements, and other educational services. All students attending classes on the iFTI main campus and ISCs have the opportunity to speak with or email the iFTI's Instructor Development Specialist who may advise students in planning for participation in the iFTI Instructor Training Programs and other educational opportunities.

DOCUMENTATION:
30. iFTI Student Handbook

31. Maintenance of placement records for completers as a means of measuring the success of the institution in achieving its mission,

ANALYSIS: N/A.

DOCUMENTATION:
31. N/A

32. Evaluation on an annual basis (and revised as necessary),

ANALYSIS: N/A.

DOCUMENTATION:
32. N/A

33. A description of how evaluation results are shared with faculty and staff and used for continuous improvement [See Section VII. Definitions – Plan.]

ANALYSIS: N/A.

DOCUMENTATION:
33. N/A

34. The institution has a written plan for determining the effectiveness of student services, and ensures that the plan

ANALYSIS: The iFTI has a written plan for determining the effectiveness of student services, the Student Services Effectiveness Plan. The iFTI is dedicated to provide the support and services needed to successfully complete the program and pursue career opportunities. The 5 main components of this plan are:
● Student orientation
● Student records
● Student grievances
● Remedial assistance
● Academic advisement

DOCUMENTATION:
34. iFTI Student Services Effectiveness Plan

35. identifies responsibilities for coordination of student services,

ANALYSIS: The Institute Coordinator and Instruction Development Specialist are primarily responsible for the coordination of student services.

DOCUMENTATION:
35. iFTI Student Services Effectiveness Plan

36. provides for the counseling of students,

ANALYSIS: The Curriculum Team is available for the counseling of students as outlined in the Student Services Effectiveness Plan.

DOCUMENTATION:
36. iFTI Student Services Effectiveness Plan

37. is evaluated on an annual basis, and

ANALYSIS: The written plan for student services is evaluated during the annual OAC meeting. Currently, no changes to the plan have been made.

DOCUMENTATION:
37. iFTI Student Services Effectiveness Plan

38. addresses how evaluation results are shared with faculty and staff and used for continuous improvement [See Section VII. Definitions – Plan.]

ANALYSIS: The iFTI is constantly focused on program improvement. The evaluation results will be shared via email to faculty and staff.

DOCUMENTATION:
38. OAC Meeting Minutes

CHALLENGES and SOLUTIONS:
A challenge for the iFTI with regard to academic advisement and counseling is to provide outreach for instructors to inquire or discuss their pathway. A solution to the challenge will be to communicate and provide more resources to help with the direction of their instructor development.

SUMMARY:
We believe that the iFTI is in full compliance with Standard 10.

Glossary

ADA - Americans with Disabilities Act

BoT - Board of Trustees

CIAT - Curriculum Instruction Assessment and Technology Coordinator

DC - District Council

DOE - Department of Education; United States Department of Education

DOL - Department of Labor; United States Department of Labor

DoT - Director of Training

EHS - Environmental Health and Safety

ERISA - Employee Retirement Income Security Act

GAAP - Generally Accepted Accounting Policies

IDS - Instructional Development Specialist

iFTI - International Finishing Trades Institute

ISC - Instructional Service Center

IS - Information Systems (IT Department)

IUPAT - International Union of Painters and Allied Trades

JATC - Joint Apprenticeship Training Committee

LMS - Learning Management System

LMS tickers - a scrolling alert on top of the LMS home screen

LU - Local Union

NGS - National Guideline Standards of Apprenticeship

OJL - On the Job Learning

RI - Related Instruction

TTT - Train the Trainer

UNITE - The IUPAT member database