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# INTERNATIONAL FINISHING TRADES INSTITUTE SELF STUDY REPORT

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APRIL 1, 2017

## 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 initial accreditation.

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

The primary mission of IFTI is to 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 Program is intended to help to fulfill this mission and to serve our students. Our success in fulfilling our mission is exemplified in our adherence to the standards promulgated by COE.

I want to thank all of the staff of IFTI for their hard work and commitment to the process of producing this report. The collective wisdom of the individuals who have contributed in ways large and small to this report should help to provide readers a clear insight and perspective on our institution.

The trustees and I have learned a lot as a result of the self-study process and it is our intention to use that acquired knowledge to continue to strengthen and improve our program offerings to better serve our students.

Thomas E. Pfundstein, Ph.D.  
Director of Curriculum & Instruction

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## **IFTI Self-Study Committee**

**Chair: Thomas E. Pfundstein, Ph.D.**

**Standard 1: Thomas Pfundstein; Anton Ruesing**

**Standard 2: Thomas Pfundstein, Dave Johnson, Alice Gwin**

**Standard 3: Donna Cruz, Dan Penski Jr., John Burcaw**

**Standard 4: Anton Ruesing, John Burcaw, Harry Zel**

**Standard 5: Alice Gwin, Dan Penski Jr., Michelle Cooper**

**Standard 6: Nicol Augustine, Ken Seal, Shannon Helm**

**Standard 7: Anton Ruesing, James Bringle, George Galis**

**Standard 8: Tim Weis, John Burcaw, Monisha Quarrie**

**Standard 9: Tom Pfundstein, Monisha Quarrie, Shannon Helm**

**Standard 10: Monisha Quarrie, Nicol Augustine, Shannon Helm**

## **IFTI Institutional and Community Characteristics**

### **Institutional Characteristics**

The International Finishing Trades Institute (IFTI) is located at 7230 Parkway Drive, Hanover, Maryland 21076. The telephone number is 410-564-5850. The website is [www.finishingtradesinstitute.org](http://www.finishingtradesinstitute.org).

IFTI is the training institution for the International Union of Painters and Allied Trades (IUPAT). IFTI operates as a non-profit ERISA fund under the auspices of the US Department of Labor. Since being founded in 2005, its mission has been to advance the painters and allied 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. The core purpose of the FTI 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 journeyworker upgrade training programs.

The Instructor Training Program is a well-respected course of studies, designed for, and open only to, individuals employed by affiliated local unions and apprenticeship programs, to train IUPAT members. The program offers certificates upon successful completion. IFTI does not award degrees. The Instructor Training Program consists of two rigorous teaching techniques classes plus one health & safety elective and one other elective of the student's choosing. For the 2015 – 2016 school year the total number of enrollees was 70. There are 3 full-time faculty members and 7 part-time faculty members teaching in the Instructor Training Program.

The Instructor Training Program is delivered in traditional classroom settings with a mixture of lecture and lab-type assignments. The courses for the Instructor Training Program are offered several times each year on the IFTI main campus located in Hanover, Maryland.

### **Community Characteristics**

IFTI is an international organization which serves individuals throughout the United States and Canada. There are 34 separate local affiliates operating registered apprenticeship programs in 24 different states and 4 Canadian provinces. Three of the FTI affiliated apprenticeship programs are already accredited by COE and several more are in various stages of pursuing accreditation.

The local apprenticeship programs provide direct, hands-on training to individuals who are seeking to make careers in the finishing trades. IFTI provides resources to support those efforts by providing financial support, assistance in developing curriculum and by training and certifying the instructors for the local apprenticeship programs.

The local apprenticeship programs typically rely upon experienced journeyworkers to serve as trainers of apprentices. The local apprenticeship instructors are frequently equipped with invaluable practical experience in the finishing trades fields. 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. According to the U.S Department of Labor, as of May 2015, there were nearly 400,000 individuals currently employed in one of the finishing trades.

**Council on Occupational Education**  
**CONDITIONS CHECK SHEET**  
**Generic Version – 2015 Edition**  
*(Revised: January 18, 2016)*

CONDITIONS	YES	NO	N/ A
1. The institution demonstrates that it satisfies each of the eligibility requirements to become a Candidate for Accreditation. (See <i>Handbook of Accreditation</i> )	X		
2. The institution conducts its affairs with acceptable standards of honesty and integrity.	X		
3. The institution meets all lawful obligations imposed by state and federal agencies.	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.			X
5. The institution occupies its own physical facilities and is not co-located with another institution.	X		
6. The institution maintains a permanent accreditation file which contains items set forth in the Commission conditions. (See <i>Handbook of Accreditation</i> )	X		
<b>Nonpublic Institutions Only</b> 7. (If required to operate) The institution has an original current license for the main campus and each branch and/or extension.			X
<b>Item 8: This item is to be completed by Visiting Teams 8 during accreditation visits.</b>			
<b>Nonpublic Institutions Only</b>			
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 required workshop(s) within six to eighteen months prior to hosting the accreditation visiting team. (See <i>Handbook of Accreditation</i> )	X		
10. For initial accreditation or reaffirmation of accreditation, the institution has placed a notice in the appropriate newspaper(s) and/or media services <b>no more than sixty (60) days prior to hosting the accreditation visit stating</b> that it is applying for initial accreditation or reaffirmation of accreditation with the Commission of COE in compliance with Commission criteria.	X		
<b>Item 11: This item is to be completed by Visiting Teams during accreditation visits.</b>			
11. Date notice was published, broadcast, or televised:			
12. The institution has submitted an evaluation of standards form from one of its occupational advisory committees prior to hosting an accreditation visiting team.	X		
13. The institution has informed the Commission of all planned and unplanned substantive changes.			X
14. Innovative or experimental programs operated at variance with the standards have received Commission concurrence prior to implementation.			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.)	X		
<b>Accredited Institutions Only</b>			
16. The institution's use of the accreditation seal is in compliance with Commission conditions. (See <i>Handbook of Accreditation</i> )			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, and for nonpublic institutions, increases in gross revenue of 100% or more from the previous year have been reported to the Commission.			X
18. All 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 Commission conditions. (See <i>Handbook of Accreditation</i> )	X		

**CONDITIONS CHECK SHEET: Generic Version - 2015 Edition**

<b>CONDITIONS (continued)</b>		<b>YES</b>	<b>NO</b>	<b>N/A</b>
19.	All media used by the institution for advertising purposes are 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 Commission conditions. (See <i>Handbook of Accreditation</i> )	X		
20.	A catalog and/or other official publications, which are published in hard copy or provided online, provide information specified in the <i>Handbook of Accreditation</i> , and are readily available to students, prospective students, and other members of the interested public.	X		
21.	If the institution employed a consultant for the purpose of assisting in the accreditation process, it submitted a copy of the consultant's resume within 7 days after employment was secured.	X		
22.	If the institution participates in Title IV Financial Aid programs, it does not contract more than 25 percent of the instruction of one or more of its programs with an external agency, corporation, institution, or individual.			X
23.	There is a clear indication that the faculty and staff were primarily responsible for the preparation, editing, and revision of documents required in the accreditation process.	X		
24.	The institution's accreditation liaison officer is a permanent staff member located at the main campus.	X		
<b>Status with Other Agencies: A "YES" response for statements #25-30 signifies that the institution is in compliance with the Commission's Conditions.</b>				
1.	The institution is not the subject of an interim action by a state or federal agency potentially leading to the suspension, revocation, or termination of the institution's legal authority to provide postsecondary education.	X		
2.	The institution has not had its state license suspended, revoked, or terminated, even if the required due process procedures have not been completed.	X		
3.	The institution has not voluntarily withdrawn its candidacy or accreditation while not in good standing from a nationally recognized accrediting agency.	X		
4.	The institution has not had its candidacy or accreditation withdrawn or been placed on public probation by a nationally recognized accrediting agency.	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.	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.	X		
7.	If the institution is presently accredited by another nationally recognized accrediting agency, it describes itself in identical terms to each agency 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.			X
8.	If the institution is seeking dual accreditation, the reasons for wanting dual accreditation have been submitted to each accrediting agency and to the Secretary of the U.S. Department of Education, and the institution has also designated which agency's accreditation is to be utilized in determining the institution's eligibility for program participation under the Higher Education Act.			X
<b>Campuses other than the Main Campus: General</b>		<b>YES</b>	<b>NO</b>	<b>N/A</b>
1.	Branch or extension ownership is the same (same entity, proprietorship or partnership, or the same corporation) as the main campus.			X
2.	Branch or extension names that have been expanded from the name of the main campus to clearly identify different locations or specific programs have been approved by the Commission.			X

<b>Campuses other than the Main Campus: Branch Campuses</b>	<b>YES</b>	<b>NO</b>	<b>N/A</b>
1. The complete name of the main campus is identified in all publications and advertisements when referring to a branch campus, extension campus, or instructional service center.			X
2. Duplicate records on personnel, financial matters, student attendance, and educational progress for branches, extensions, extended classrooms, instructional service centers, and/or auxiliary instructional 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.)			X
3. The on-site branch administrator reports to the on-site chief administrator at the main campus.			X
4. Programs offered at branches are described in the main campus catalog or branch supplement.			X
5. Programs offered at the branch that are not offered at the main campus are described in the main campus catalog.			X
<b>Campuses other than the Main Campus: Extension Campuses</b>	<b>YES</b>	<b>NO</b>	<b>N/A</b>
1. All extensions are located within a 50-mile radius of the main campus.			X
2. All extension programs are included in the main campus catalog.			X
<b>Campuses other than the Main Campus: Extended Classrooms</b>	<b>YES</b>	<b>NO</b>	<b>N/A</b>
1. All extended classrooms are located within two miles of a main or branch campus.			X
2. All extended classrooms are supervised by the administration of the main or branch campus.			X
<b>Campuses other than the Main Campus: Instructional Service Centers</b>	<b>YES</b>	<b>NO</b>	<b>N/A</b>
1. All instructional service centers are under the direct control of the main campus and located within the geographic service area designated by the governing board of the institution.			X
2. All instructional service center offerings are approved by the Commission.			X
3. Appropriate student services are available on-site at the instructional service center and the full range of services is made accessible to participating students at the main campus.			X
4. All instructional service centers are a joint venture between the institution and an employer or another educational agency.			X
5. The complete name of the main campus is identified in all publications and advertisements when referring to an instructional service center.			X
<b>Campuses other than the Main Campus: Additional Space</b>	<b>YES</b>	<b>NO</b>	<b>N/A</b>
1. Additional space acquired for instructional or administrative purposes is located within one quarter of a mile from a main campus or branch campus.			X

**CONDITIONS CHECK SHEET: Generic Version - 2015 Edition**

<b>REQUIREMENT FOR CLOCK/CREDIT HOUR CONVERSION FOR FEDERAL STUDENT FINANCIAL AID</b>
Institutions that are required to convert their programs to Federal Credit Hours for the processing of Federal Financial Aid programs must undergo a review of a sampling of the course prep hours included in a sampling of the total number of programs covered under the conversion. Indication of compliance with this requirement is made by visiting teams under Standard 2 – Educational Programs for each program chosen as part of the sample.



## CONDITIONS

1. The institution demonstrates that it satisfies each of the eligibility requirements to become a Candidate for Accreditation. (See *Handbook of Accreditation*)

### ANALYSIS:

IFTI has demonstrated that it meets the eligibility requirements to become a Candidate for Accreditation:

- a) IFTI The school offers non-degree postsecondary instruction exclusively in career and technical education.
- b) IFTI has produced at least one graduate from the oldest program offered.
- c) IFTI utilizes a campus-based instructional delivery system and at least 25% of FTEs are derived from traditional enrollments.
- d) IFTI has an institutional enrollment of no fewer than 10 FTEs.
- e) IFTI is legally authorized to operate within the jurisdictions in which it is located.
- f) IFTI has been in possession of its current and applicable authorization for a minimum of one year.
- g) IFTI has been in continuous operation and providing instruction at the main campus and under the same ownership for a minimum of one year.
- h) IFTI has had an on-site administrator, or other full-time employee at main campus, attend a Candidate Academy within 6 to 18 months prior to submitting a candidate application.
- i) IFTI has the administrative capabilities to support the educational programs offered.
- j) IFTI meets the financial stability requirements.
- k) IFTI is in compliance with all federal requirements applicable to accreditation.
- l) IFTI agrees to comply with all requirements of the council.

**DOCUMENTATION:**

- a)
  - i. [IFTI Candidacy Application](#)
  - ii. [Amendment Letter](#)
- b) [Sample Transcript of Graduate from Instructor Training Program](#)
- c) [IFTI Candidacy Application](#)
- d) [IFTI FTE Worksheet](#)
- e) [US Department of Labor Certification](#)
- f) [US Department of Labor Certification](#)
- g) [IFTI Candidacy Application](#)
- h) [Certificate of Candidate Academy Attendance](#)
- i)
  - i. [Thomas Pfundstein Resume](#)
  - ii. [Anton Ruesing Resume](#)
  - iii. [Organizational Chart](#)
- j) [IFTI Composite Score Calculation Certified by Independent Auditor](#)
- k) [US Department of Labor Certification](#)
- l) [Signed Candidacy Application Certification and Disclosure Statement](#)

2. The institution conducts its affairs with acceptable standards of honesty and integrity.

**ANALYSIS:**

IFTI conducts its affairs with acceptable standards of honesty and integrity.

**DOCUMENTATION:**

[Statement Regarding Honesty and Integrity](#)

3. The institution meets all lawful obligations imposed by state and federal agencies.

**ANALYSIS:**

IFTI meets all lawful obligations imposed by state and federal agencies.

**DOCUMENTATION:**

[Statement Regarding Meeting Lawful Obligations](#)

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.

**ANALYSIS:**

This is not applicable to IFTI because there is no 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.

**DOCUMENTATION:** N/A

5. The institution occupies its own physical facilities and is not co-located with another institution.

**ANALYSIS:**

IFTI occupies its own physical facilities rented from the International Union of Painters and Allied Trades (IUPAT).

**DOCUMENTATION:**

[Lease Agreement](#)

6. The institution maintains a permanent accreditation file which contains items set forth in the Commission conditions. (See *Handbook of Accreditation*)

**ANALYSIS:**

Monisha Quarrie, maintains a permanent file which contains items set forth in the Commission conditions.

**DOCUMENTATION:**

[COE Permanent File](#)

### **Nonpublic Institutions Only**

7. (If required to operate) The institution has an original current license for the main campus and each branch and/or extension.

#### **ANALYSIS:**

IFTI is not required to have licenses for its main campus.

**DOCUMENTATION:** N/A

### **This item is to be completed by Visiting Teams during accreditation visits. Nonpublic Institutions Only**

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 required workshop(s) within six to eighteen months prior to hosting the accreditation visiting team. (See *Handbook of Accreditation*)

#### **ANALYSIS:**

Thomas Pfundstein attended the Candidacy Academy in March, 2016. Monisha Quarrie attended the Self-Study workshop in November, 2016.

#### **DOCUMENTATION:**

[Candidacy Academy Certificate](#)  
[Self-Study Certificate](#)

10. For initial accreditation or reaffirmation of accreditation, the institution has placed a notice in the appropriate newspaper(s) and/or media services no more than sixty (60) days prior to hosting the accreditation visit stating that it is applying for initial accreditation or reaffirmation of accreditation with the Commission of COE in compliance with Commission criteria.

#### **ANALYSIS:**

IFTI has placed a notice in the appropriate newspaper within sixty (60) days prior to hosting the accreditation visit stating that it is applying for initial accreditation.

**DOCUMENTATION:**

Required Notice Prior to Team Visit

**This item is to be completed by Visiting Teams during accreditation visits.**

11. Date notice was published, broadcast, or televised:
12. The institution has submitted an evaluation of standards form from one of its occupational advisory committees prior to hosting an accreditation visiting team.

**ANALYSIS:**

IFTI has submitted an evaluation of standards form by one of its occupational advisory committees prior to hosting the accreditation visiting team.

**DOCUMENTATION:**

Evaluation of Standards Form

13. The institution has informed the Commission of all planned and unplanned substantive changes.

**ANALYSIS:**

IFTI has not had any substantive changes.

**DOCUMENTATION:** N/A

14. Innovative or experimental programs operated at variance with the standards have received Commission concurrence prior to implementation.

**ANALYSIS:**

IFTI does not have any programs that operate at variance with the standards.

**DOCUMENTATION:** N/A

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.)

**ANALYSIS:**

IFTI has accurately represented its status in all documents filed with the Commission.

**DOCUMENTATION:**

[Statement Regarding Documents Filed With COE](#)

**Accredited Institutions Only**

16. The institution's use of the accreditation seal is in compliance with Commission conditions. (See *Handbook of Accreditation*)

**ANALYSIS:**

IFTI is not an accredited institution.

**DOCUMENTATION:** N/A

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, and for nonpublic institutions, increases in gross revenue of 100% or more from the previous year have been reported to the Commission.

**ANALYSIS:**

This is not applicable to IFTI since it has not experienced increases in FTE that exceed 25% or more or increases in gross revenue that that exceed 100% or more.

**DOCUMENTATION:** N/A

18. All 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 Commission conditions. (See *Handbook of Accreditation*)

**ANALYSIS:**

All print and website materials that are used as recruitment tools by IFTI accurately describe the institution and its programs and are in compliance with Commission conditions.

**DOCUMENTATION:**

[IFTI Student Handbook](#)

19. All media used by the institution for advertising purposes are 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 Commission conditions. (See *Handbook of Accreditation*)

**ANALYSIS:**

IFTI does not advertise its programs. Statements in the Student Handbook are truthful and presented with dignity.

**DOCUMENTATION:**

[IFTI Student Handbook](#)

20. A catalog and/or other official publications, which are published in hard copy or provided online, provide information specified in the *Handbook of Accreditation*, and are readily available to students, prospective students, and other members of the interested public.

**ANALYSIS:**

IFTI Student Handbook provides information to students and prospective students.

**DOCUMENTATION:**

[IFTI Student Handbook](#)

21. If the institution employed a consultant for the purpose of assisting in the accreditation process, it submitted a copy of the consultant's resume within 7 days after employment was secured.

**ANALYSIS:**

A copy of consultant's resume was submitted in conjunction with the application for candidacy.

**DOCUMENTATION:**

a) [Nancy Gentile Resume](#)

b) [James Gentile Resume](#)

22. If the institution participates in Title IV Financial Aid programs, it does not contract more than 25 percent of the instruction of one or more of its programs with an external agency, corporation, institution, or individual.

**ANALYSIS:**

IFTI does not participate in Title IV Financial Aid programs.

**DOCUMENTATION:** N/A

23. There is a clear indication that the faculty and staff were primarily responsible for the preparation, editing, and revision of documents required in the accreditation process.

**ANALYSIS:**

IFTI faculty and staff were primarily responsible for the preparation, editing and revision of documents required in the accreditation process through the various subcommittees designated for preparation and review of the Self-Study Report.

**DOCUMENTATION:**

[List of Self-Study Committee Members](#)

24. The institution's accreditation liaison officer is a permanent staff member located at the main campus.

**ANALYSIS:**

IFTI Accreditation Liaison Officer, Anton Ruesing, is permanently employed as IFTI Fund Administrator based on the main campus in Hanover, Maryland.

**DOCUMENTATION:**

- a. [Anton Ruesing Resume](#)
- b. [Organizational Chart](#)

**Status with Other Agencies: A "YES" response for statements #25-30 signifies that the institution is in compliance with the Commission's Conditions.**

25. The institution is not the subject of an interim action by a state or federal agency potentially leading to the suspension, revocation, or termination of the institution's legal authority to provide postsecondary education.

**ANALYSIS:**

IFTI is not the subject of any interim action by a state or federal agency.

**DOCUMENTATION:**

[Statement Regarding Status With Other Agencies](#)



26. The institution has not had its state license suspended, revoked, or terminated, even if the required due process procedures have not been completed.

**ANALYSIS:**

IFTI is not, and never has been, licensed by any state.

**DOCUMENTATION:**

[Statement Regarding Status With Other Agencies](#)

27. The institution has not voluntarily withdrawn its candidacy or accreditation while not in good standing from a nationally recognized accrediting agency.

**ANALYSIS:**

IFTI has not voluntarily withdrawn its candidacy or accreditation while not in good standing.

**DOCUMENTATION:**

[Statement Regarding Status With Other Agencies](#)

28. The institution has not had its candidacy or accreditation withdrawn or been placed on public probation by a nationally recognized accrediting agency.

**ANALYSIS:**

IFTI has not had its candidacy or accreditation withdrawn or been placed on probation by any accrediting agency.

**DOCUMENTATION:**

[Statement Regarding Status With Other Agencies](#)

29. 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.

**ANALYSIS:**

IFTI is not subject of an interim action by another accrediting agency.

**DOCUMENTATION:**

[Statement Regarding Status With Other Agencies](#)

30. The institution has not been notified of the loss of any agency's accreditation even if the due process procedures have not been completed.

**ANALYSIS:**

IFTI has not been notified of the loss of agency accreditation.

**DOCUMENTATION:**

[Statement Regarding Status With Other Agencies](#)

31. If the institution is presently accredited by another nationally recognized accrediting agency, it describes itself in identical terms to each agency 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.

**ANALYSIS:**

IFTI is not presently accredited by another agency.

**DOCUMENTATION:**

[Statement Regarding Status with Other Agencies](#)

32. If the institution is seeking dual accreditation, the reasons for wanting dual accreditation have been submitted to each accrediting agency and to the Secretary of the U.S. Department of Education, and the institution has also designated which agency's accreditation is to be utilized in determining the institution's eligibility for program participation under the Higher Education Act.

**ANALYSIS:**

IFTI is not seeking dual accreditation.

**DOCUMENTATION:** N/A

**33- 49 Campuses other than the Main Campus**

**ANALYSIS:**

IFTI operates exclusively on its main campus in Hanover, Maryland.

**DOCUMENTATION:** N/A

## STANDARD ONE

### MISSION STATEMENT

#### Introduction

The International Finishing Trades Institute (IFTI), established in 2005 jointly by the International Union of Painters and Allied Trades (IUPAT) and the Finishing Contractors Association (FCA) to advance the painters and allied 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. IFTI provides ongoing education and training using a standardized curriculum developed and implemented in consistency with our mission to set the standard of excellence in the finishing trades. 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 work force 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. (Objective 1-1)**

#### ANALYSIS:

The core purpose of 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 journey worker upgrade training programs. The Instructor Training Program offers opportunities for individuals who are already employed by apprenticeship training programs. This program is integral to the efforts of 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. (Objective 1-2)**

#### ANALYSIS:

The mission statement is publicly available in the student handbook in a clear and concise form.

#### DOCUMENTATION:

- 1) [IFTI Student Handbook, p.5](#)

**3. The institution has an appropriate hard-copy and/or online publication which it uses to accurately present its mission statement and the educational programs offered to achieve its mission. (Objective 1-2)**

**ANALYSIS:**

The mission statement and the educational programs are set forth and accurately described in the student handbook. The handbook is available in both hardcopy and electronic versions.

**DOCUMENTATION:**

- 1) [\*IFTI Student Handbook, p.5\*](#)

**4. The current mission statement is publicly available and is used consistently in publications. (Objective 1-2)**

**ANALYSIS:**

The current mission statement is consistently used by IFTI and is publicly available.

**DOCUMENTATION:**

- 1) [\*IFTI Student Handbook, p.5\*](#)

**5. The institution has an organized and functional institutional advisory committee. (Objective 1-3)**

**ANALYSIS:**

IFTI operates under the auspices of a Board of Trustees composed of an equal number of union representatives and employers from the industry. The Board of Trustees also functions as the Institutional Advisory Committee for 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.

**DOCUMENTATION:**

- 1) [\*IFTI Institutional Advisory Committee Roster\*](#)

**6. The institutional advisory committee is composed of at least three persons with a majority being external to the institution. (Objective 1-3)**

**ANALYSIS:**

Of the 12 individuals on the Board, six are external to the International Union of Painters and Allied Trades and no one is directly employed by IFTI.

**DOCUMENTATION:**

- 1) [IFTI Institutional Advisory Committee Roster](#)

**7. The institutional advisory committee meets at least once annually. (Objective 1-3)**

**ANALYSIS:**

The committee meets at least once during each year.

**DOCUMENTATION:**

- 1) [IFTI Institutional Advisory Committee Minutes](#)

**8. The institutional advisory committee keeps minutes to document their activities, recommendations, and meeting attendance. (Objective 1-3)**

**ANALYSIS:**

Minutes of every Board of Trustees meeting are maintained and are available for review by COE.

**DOCUMENTATION:**

- 1) [IFTI Institutional Advisory Committee Minutes](#)

**9. The institutional advisory committee is used to provide community involvement in maintaining a relevant mission for the institution. (Objective 1-3)**

**ANALYSIS:**

The Board of Trustees serves as a conduit for input from local unions and employers in the industry that help ensure that the educational program remains relevant to the economic realities and employments trends.

**DOCUMENTATION:**

- 1) [IFTI Institutional Advisory Committee Minutes](#)

**10. A program of public information and community relations is maintained to promote the institution's mission in its community. (Objective 1-3)**

**ANALYSIS:**

IFTI is active working within the community. IFTI actively supports local union joint apprenticeship training funds and supports those organizations in their efforts to reach out to the communities they are situated within. IFTI staff participates in community activities through IUPAT, such as the community Day of Action.

**DOCUMENTATION:**

- 1) [IFTI Community Involvement Exhibit](#)

**Challenges**

The vagaries of the cyclical economy and the long-term changes that effect employment opportunities remain a constant source of challenge to any technical-based education system. In particular, IFTI faces the challenge of making 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.

**Summary**

IFTI is in full compliance with Standard 1.

## STANDARD TWO

### EDUCATIONAL PROGRAM

#### Introduction

The IFTI Instructor Training Program is a well-respected and highly effective 4 course certificate program which has been in existence since 2005. It is a program designed to train the trainers who are employed at local joint apprenticeship training programs throughout the United States and Canada. Participants must be approved by their local organizations. The required courses are offered on a regular basis during weeklong sessions held throughout the year at the IFTI campus in Hanover, Maryland.

#### Admissions/Recruiting

**1. The institution's admissions policies and procedures are published, clearly stated, consistently communicated, made available prior to enrollment and any changes are communicated in a timely manner. (Objective 2-A-1)**

#### ANALYSIS:

Admission to the Instructor Training Program is open to all current instructors and coordinators employed by either an IUPAT local union or a local JATC with the permission of their employer. These requirements are spelled out in the handbook.

#### DOCUMENTATION:

1.) [\*IFTI Student Handbook, p.12\*](#)

**2. For all 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. (Objective 2-A-1)**

#### ANALYSIS:

The Instructor Training Program is not a VESL program.

#### DOCUMENTATION: N/A

**3. The institution clearly defines and publishes a policy on the transfer of students between programs within the institution and the transfer of students from other institutions. (Objective 2-A-1)**

**ANALYSIS:**

There is only one program, the Instructor Training Program, currently at IFTI. There is no transfer from other institutions into the Instructor Training Program. The policy is set forth in the Student Handbook.

**DOCUMENTATION:**

- 1) [IFTI Student Handbook, p.12](#)

**4. The institution clearly defines and publishes a policy on the transfer of credits that includes a statement of the criteria established by the institution regarding the transfer of credit earned at another institution. (Objective 2-A-1)**

**ANALYSIS:**

The Instructor Training Program does not accept the transfer of credit from other institutions. Statements to that effect can be found in the Student Handbook.

**DOCUMENTATION:**

- 1) [IFTI Student Handbook, p.12](#)

**5. Admission requirements offer reasonable expectations for successful completion of the occupational programs offered by the institution regardless of the delivery mode. (Objective 2-A-2)**

**ANALYSIS:**

The Instructor Training Program has a completion rate of 100%. We believe this demonstrates a clear linkage from our admissions requirements to successful program completion.

**DOCUMENTATION:**

- 1) [IFTI CPL Calculation Worksheet](#)

**6. Students admitted into Associate Degree programs have a high school diploma or its equivalent. (Objective 2-A-2)**

**ANALYSIS:**

The Instructor Training Program does not offer an Associate's Degree at this time.



**DOCUMENTATION:** N/A

**7. An institution that admits students by exception to its standard admissions policies has written admissions policies and procedures for these exceptions, applies these uniformly, provides documented evidence on how they are used, maintains records on student progress, and regularly evaluates the effectiveness of the procedures used in admitting students by exception. (Objective 2-A-2)**

**ANALYSIS:**

The Instructor Training Program does not employ any exceptions to the admissions policy.

**DOCUMENTATION:** N/A

**8. The institution ensures that recruiting activities are ethical and that all materials used in recruiting accurately describe the mission, instructional outcomes, student performance expectations, and completion requirements of each program. (Objective 2-A-3)**

**ANALYSIS:**

Because of the nature of the Instructor Training Program, IFTI does not recruit students or employ recruitment materials other than the Student Handbook which is available in print and online. The Student Handbook accurately describes the mission, outcomes and student performance and completion expectations.

**DOCUMENTATION:**

2) [IFTI Student Handbook](#)

**9. Prior to admission, students are informed of the costs, equipment, services, time, and technical competencies, if any, required by the program, including if applicable, personal data collection and processes, and charges associated with verification of student identity. (Objective 2-A-3)**

**ANALYSIS:**

There are no tuition costs for the Instructor Training Program. Applicants are informed of the requirements and competencies prior to admission.

**DOCUMENTATION:**

- 1) [IFTI Student Handbook, p.6](#)
- 2) [IFTI Student Handbook, p. 12](#)

**10. Orientation to technology is provided and technical support is available to students. (Objective 2-A-3)**

**ANALYSIS:**

Students in the Instructor Training Program receive an in-person orientation at the start of their program. During orientation students are familiarized with school policies and requirements as outlined in the Student Handbook. A particular emphasis is placed upon use of the LMS by students. For that purposes the FTI LMS Learner Manual has been developed.

**DOCUMENTATION:**

- 1) [\*IFTI Student Services Effectiveness Plan\*](#)
- 2) [\*FTI LMS Learner Manual\*](#)

**11. For all coursework delivered via distance education: The institution has processes in place to establish that the student who registers for a distance education course or program is the same student who participates in and completes the program and receives the academic credit. (Objective 2-A-3)**

**ANALYSIS:**

IFTI does not use distance education at this time.

**DOCUMENTATION:** N/A

**Programs**

**1. Occupational education program policies are congruent with the governing organization, mission of the institution and with the occupational needs of the people served by the institution. (Objectives 2-A-2 and 2-B-1)**

**ANALYSIS:**

The Instructor Training Program is specifically designed for individuals who provide training at the local union level. The Instructor Training Program is a key component of the overall effort to ensure a qualified supply of capable individuals to fulfill the needs of signatory contractors who employ IUPAT members. By ensuring and improving the qualities and capabilities of the instructors in local apprenticeship programs, it help fulfills the IFTI mission to develop a capable and effective workforce for the 21<sup>st</sup> century pipe trades.

**DOCUMENTATION:**

- 1) [\*IFTI Mission Statement\*](#)
- 2) [\*Instructor Training Program Objectives\*](#)

**2. Occupational education program policies are publicly accessible, non-discriminatory, and consistently applied. (Objectives 2-A-2 and 2-B-1)**

**ANALYSIS:**

The Instructor Training Program policies are contained in the student handbook. These policies are applied in a consistent and non-discriminatory manner.

**DOCUMENTATION:**

- 1) [IFTI Student Handbook](#)

**3. Differences in occupational education program policies are justified by student learning outcomes and/or program outcomes. (Objectives 2-A-2 and 2-B-1)**

**ANALYSIS:**

The Instructor Training Program is the only program offered at this time.

**DOCUMENTATION: N/A**

**4. Each occupational education program has clearly stated objectives, defined content relevant to these objectives and the current needs of business and industry, and assessment of student achievement based on the program objectives and content. The objectives for each educational program are evaluated annually. (Objectives 2-B-1 and 2-B-2)**

**ANALYSIS:**

The Instructor Training Program Objectives document lists the overall objectives for the Instructor Training Program. Every course in the program has its objectives and goals and student evaluation criteria stated in a syllabus that is available from the instructor at the beginning of each class. The Instructor Training Program is evaluated annually. In addition to input from faculty and students, the training staff is composed of individuals with subject matter area specializations relevant to local apprenticeship training. Working together they revise and update the Instructor Program Training on an annual basis with the intention to make it more current and improve student outcomes. Proposed changes are reviewed and approved by the IFTI Board of Trustees.

**DOCUMENTATION:**

- 1) [Instructor Training Program Objectives](#)
- 2) [Teaching Techniques I Syllabus](#)

3) [Teaching Techniques II Syllabus](#)

**5. A systematic process has been implemented to document that the objectives and content of programs are current and that coursework is qualitatively and quantitatively relevant. (Objective 2-B-2)**

**ANALYSIS:**

The Instructor Training Program is reviewed on an annual basis in a systematic manner to ensure that instructors and curriculum are meeting current needs. There are meetings with faculty as well as regular surveys of students. The information and feedback gleaned from this processes assists the training staff in devising revisions and the Occupational Advisory Committee in formulating its review.

**DOCUMENTATION:**

- 1) [IFTI Instructor Training Program Evaluation Process](#)
- 2) [IFTI Occupational Advisory Committee Minutes](#)

**6. Every year, three bona fide potential employers review each educational program and recommend admission requirements, program content that is consistent with desired student learning outcomes, program length, program objectives, competency tests, learning activities, instructional materials, equipment, methods of program evaluation, and level of skills and/or proficiency required for completion, and appropriateness of the delivery formats for the subject matter being taught. (Objectives 2-B-2 and 2-B-4)**

**ANALYSIS:**

Representatives of the local unions who actually employ the students in the Instructor Training Program fulfill the responsibility of reviewing and recommending changes to the program comprehensively on an annual basis.

**DOCUMENTATION:**

- 1) [Employer Verification Forms](#)

**7. The institution considers the length and the tuition of each program in relation to the documented entry level earnings of completers. (Objective 2-B-2)**

**ANALYSIS:**

IFTI does not charge tuition.

**DOCUMENTATION:** N/A

**8. Courses required for each program are offered with sufficient frequency for the student to complete the program within the publicized time frame. (Objective 2-B-3)**

**ANALYSIS:**

The core courses for the Instructor Training Program are offered on an annual basis. Sufficient electives are offered annually in order to permit a reasonable opportunity of completion within the time frame appropriate to the program.

**DOCUMENTATION:**

- 1) [IFTI Course Catalog](#)

**Associate Degree programs offered must meet the following requirements:**

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

**10. 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.**

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

**12. The program includes a minimum of 15 semester hours or 23 quarter hours of general education courses, with a minimum of one course from each of the following areas: humanities, behavioral sciences, natural or applied sciences, and mathematics. (Objective 2-B-5)**

**ANALYSIS:**

The Instructor Training Program does not offer any associate degrees at this time.

**DOCUMENTATION:** N/A

**13. For all coursework delivered via distance education: The institution's distance education courses and programs are identical to those on campus in terms of the quality, rigor, breadth of academic and technical standards, completion requirements, and the credential awarded. (Objective 2-B-6)**

**ANALYSIS:**

The Instructor Training Program does not offer distance education at this time.

**DOCUMENTATION:** N/A

**Each program offered by the institution:**

**14. Is approved and administered under established institutional policies and procedures and supervised by an administrator who is part of the institutional organization.**

**ANALYSIS:**

The Instructor Training Program is administered and supervised appropriately under the overall auspices of the Fund Administrator, Anton Ruesing, and the Director of Curriculum & Instruction, Thomas Pfundstein. They ensure that the Instructor Training Program aligns with the institutional policies and procedures established by IFTI.

**DOCUMENTATION:**

- 1) [Organization Chart](#)

**15. Has appropriate and continuous involvement of on-campus administrators and faculty in planning, approval, and on-going evaluation.**

**ANALYSIS:**

Faculty and staff involved with the Instructor Training Program work interactively with the Director of Curriculum & Instruction to evaluate curriculum, initiate and plan for implementation of improvements and ensure that the process is ongoing.

**DOCUMENTATION:**

- 1) [IFTI Instructor Training Program Evaluation Process](#)

**16. Has varied evaluation methodologies that reflect established professional and practice competencies.**

**ANALYSIS:**

The Instructor Training Program is based upon the need to develop competencies in local apprenticeship training programs. The evaluation methodologies are designed to measure the appropriate professional competencies for local apprenticeship trainers.

**DOCUMENTATION:**

- 1) [Teaching Techniques I Syllabus](#)
- 2) [Teaching Techniques II Syllabus](#)

**17. Is qualitatively and quantitatively consistent at each campus where it is offered.**

**ANALYSIS:**

The Instructor Training Program is only taught at the main campus.

**DOCUMENTATION:** N/A

**18. Has measures of achievement of the student learning objectives.**

**ANALYSIS:**

The Instructor Training Program has in place appropriate measures for assessing the student learning outcomes appropriate to the development of capabilities for local apprenticeship training.

**DOCUMENTATION:**

- 1) [Teaching Techniques I Syllabus](#)
- 2) [Teaching Techniques II Syllabus](#)
- 3) [Instructor Training Program Objectives](#)

**19. Has individual student records, including period of enrollment, financial, and educational program records, permanently maintained by the institution at the main campus.**

**ANALYSIS:**

All student records are permanently maintained electronically.

**DOCUMENTATION:**

- 1) [IFTI Technical Infrastructure Data Privacy, Safety and Security Plan](#)

**20. Is described in appropriate catalogs, brochures, and/or other promotional materials and include tuition/fee charges, refund policies, admissions and academic requirements, and information technology requirements.**

**ANALYSIS:**

The Instructor Training Program is accurately and completely described in detail in the applicable materials.

**DOCUMENTATION:**

- 1) [IFTI Student Handbook](#)

**21. Provides for timely and meaningful interaction among faculty and students. (Objectives 2-B-6 and 2-B-8)****ANALYSIS:**

Instructors and staff are expected be available outside of class time to meet with students as needed and requested. Instructor virtual contact information is available for students in lieu of the opportunity for face-to-face meetings.

**DOCUMENTATION:**

- 1) [IFTI Student Handbook, p.6](#)

**22. 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. (Objective 2-B-7)****ANALYSIS:**

The Instructor Training Program is offered by clock hours.

**DOCUMENTATION:**

- 1) [IFTI Course Catalog](#)

**22. For all coursework delivered via distance education: The institution ensures timeliness of its responses (synchronously or asynchronously) to students' requests by placing a requirement on response time of no more than 24 hours within the institution's published operational schedule of the program/course. (Objective 2-B-8)****ANALYSIS:**

There is no distance education coursework at this time.



**DOCUMENTATION:** N/A

## **Instruction**

**1. Academic competencies and occupational skills are integrated into the instructional program for each occupational area. (Objective 2-C-1)**

### **ANALYSIS:**

Complete syllabi are available for each class and they detail course objectives and competencies. The Instructor Training Program integrates academic competencies and occupational skills in a manner that is appropriate for the goal of improving local apprenticeship training.

### **DOCUMENTATION:**

- 1) [\*Instructor Training Program Objectives\*](#)
- 2) [\*Teaching Techniques I Syllabus\*](#)
- 3) [\*Teaching Techniques II Syllabus\*](#)

**2. The instructional programs provide instruction in the competencies essential to success in the occupation, including job knowledge, job skills, work habits, and attitudes. (Objective 2-C-2)**

### **ANALYSIS:**

The Instructor Training Program is specifically designed to enhance quality of the training provided to individuals seeking work in the finishing trades. All of the individual participants are trainers. The entire focus is to arm the individual participants with the job skills essential to succeed in their employment as trainers. Instructors use hands on techniques and simulate the real work environment in teaching.

### **DOCUMENTATION:**

- 1) [\*Instructor Training Program Objectives\*](#)
- 2) [\*Teaching Techniques I Syllabus\*](#)
- 3) [\*Teaching Techniques II Syllabus\*](#)

**3. The sequence of instruction required for program completion (lecture, lab, and work based activities) is determined by desired student learning outcomes. (Objective 2-C-2)**

**ANALYSIS:**

The Instructor Training Program makes use of an appropriate mix of lecture, lab and work based activities to effectively serve our students to ensure that they acquire the necessary professional skills and achieve successful completion.

**DOCUMENTATION:**

- 1) [Teaching Techniques I Syllabus](#)
- 2) [Teaching Techniques II Syllabus](#)

**4. The sequence of instruction required for program completion is used to organize the curriculum, guide the delivery of instruction, direct learning activities, and evaluate student progress in order to maximize the learning of competencies essential to success in the occupation. (Objective 2-C-2)**

**ANALYSIS:**

The Instructor Training Program is designed around two core courses focused on teaching. These courses proceed in sequence in order to maximize the prospects for student progress and the attainment of professional competencies required by local union training programs.

**DOCUMENTATION:**

- 1) [IFTI Course Catalog, p.8](#)

**5. The institution has appointed an occupational advisory committee for each program taught by the institution.**

**ANALYSIS:**

The Board of Trustees of IFTI is has established an occupational advisory committee composed of local union employers of trainers.

**DOCUMENTATION:**

- 1) [IFTI Occupational Advisory Committee Roster](#)

**6. Occupational advisory committees appointed for each program or program area are used to ensure that desirable, relevant, and current practices of each occupation are being taught.**

## **ANALYSIS:**

With input from the Instructor Training Program faculty and staff, the occupational advisory committee also uses the knowledge of its own members as employers of apprenticeship trainers to ensure that desirable and up-to-date practices are incorporated into the curriculum.

## **DOCUMENTATION:**

- 1) [IFTI Occupational Advisory Committee Minutes](#)

**7. Occupational advisory committee consists of a minimum of three members external to the institution who represent the geographical service area covered by the programs taught by the institution; have expertise in the occupational areas taught by the program; meets at least twice annually; Have at least three external members who meet these criteria present at each meeting (with at least two members physically present and one virtually present); and keeps minutes to document their activities, recommendations, and meeting attendance.**

## **ANALYSIS:**

There are three local union representatives serving as the occupational advisory committee for the Instructor Training Program. The membership is drawn from throughout the nation and is composed of individuals well qualified as industry professionals, able to give both the employer or worker view of any given area. As illustrated in the minutes, each meeting reflects the physical presence of at least two members who meet the aforesaid criteria. Minutes for meetings are recorded and kept and are available for review by COE.

## **DOCUMENTATION:**

- 1) [IFTI Occupational Advisory Committee Roster](#)
- 2) [IFTI Occupational Advisory Committee Minutes](#)

**8. Occupational advisory committees review, at least annually, the appropriateness of the type of instruction (such as lecture, laboratory, work-based instruction, and/or mode of delivery) offered within each program to assure that students gain competency with specific skills required for successful completion of the program. (Objectives 2-B-7 and 2C-4)**

## **ANALYSIS:**

The curriculum and competencies for the Instructor Training Program are reviewed at least once a year under the auspices of the training staff, beginning with input from the faculty and students to ensure continued relevance and to recommend changes or strengthening of particular skills areas.

**DOCUMENTATION:**

- 1) [IFTI Instructor Training Program Evaluation Process](#)

**9. Job-related health, safety, and fire-prevention are an integral part of instruction. (Objectives 2-C-2 and 2-C-3)**

**ANALYSIS:**

Safety and health issues are integrated in an appropriate manner into the curriculum of the Instructor Training Program by requiring one course focusing specifically and entirely on health and safety related instruction.

**DOCUMENTATION:**

- 1) [IFTI Course Catalog, p.8](#)

**10. To develop skill proficiency, sufficient practice is provided with equipment and materials similar to those currently used in the occupation. (Objective 2-C-3)**

**ANALYSIS:**

The Instructor Training program is focused upon practice-based instruction to equip the local apprenticeship trainers to deal with real world situations they might experience.

**DOCUMENTATION:**

- 1) [Teaching Techniques I Syllabus](#)
- 2) [Teaching Techniques II Syllabus](#)

**11. All instruction is effectively organized as evidenced by course outlines, lesson plans, competency tests, and other instructional materials. (Objective 2-C-4)**

**ANALYSIS:**

Course syllabi and lesson plans cover in detail methods of delivery, assessment and instructional materials.

**DOCUMENTATION:**

- 1) [Teaching Techniques I Syllabus](#)
- 2) [Teaching Techniques II Syllabus](#)

**12. The institution uses a systematic, objective, and equitable method of evaluating student achievement based on required competencies. (Objective 2-C-5)**

**ANALYSIS:**

Students are provided a syllabus for each class that details how they will be evaluated. The program has a competency-based focus and uses systematic and objective criteria to determine whether or not students have attained the desired competencies.

**DOCUMENTATION:**

- 1) [Teaching Techniques I Syllabus](#)
- 2) [Teaching Techniques II Syllabus](#)

**13. For all coursework delivered via distance education: The institution directly verifies the currency and quality of all contracted courseware on an annual basis, is directly responsible for such currency and quality, and maintains curriculum oversight responsibility within all contracts. (Objectives 2-C-2 and 2-C-4) N/A**

**ANALYSIS:**

There is no distance education coursework at this time.

**DOCUMENTATION: N/A**

**14. For all coursework delivered via distance education: The institution has in place a standardized course template, course descriptions, learning objectives, course requirements (i.e. standard syllabus, outcomes, grading, resources, etc.), and learning outcomes of its programs in order to facilitate quality assurance and the assessment of student learning. (Objectives 2-C-4 and 2-C-5)**

**ANALYSIS:**

There is no distance education coursework at this time.

**DOCUMENTATION: N/A**

**15. For all coursework delivered via distance education: The institution monitors student progress and participation by means such as course management systems that provide student time online, frequency of logins, electronic footprints, electronic grade book, and percentage of course completed. (Objective 2-C-5)**

**ANALYSIS:**

There is no distance education coursework at this time.

**DOCUMENTATION: N/A**

**16. Written agreements with work-based activity agencies are current, specify expectations for all parties, and ensure the protection of students. (Objective 2-C6)**

**ANALYSIS:**

The Instructor Training Program does not make use of agreements with work-based activity agencies.

**DOCUMENTATION: N/A**

**17. Each work-based activity has a written instructional plan for students. (Objective 2-C6)**

**ANALYSIS:** Not Applicable

**DOCUMENTATION: N/A**

**18. The written instructional plan for each work-based activity specifies the particular objectives, experiences, competencies, and evaluations that are required.**

**ANALYSIS:** Not Applicable

**DOCUMENTATION: N/A**

**19. The written instructional plan for each work-based activity designates the on-site employer representative responsible for guiding and overseeing the students' learning experiences and participating in the students' written evaluations. (Objective 2-C-6)**

**ANALYSIS:** Not Applicable

**DOCUMENTATION: N/A**

**20. All work-based activities conducted by the institution are supervised by a designated employee possessing appropriate qualifications. (Objective 2-C-6)**

**ANALYSIS:** Not Applicable

**DOCUMENTATION: N/A**

## **Challenges**

The Instructor Training Program faces the problem of equipping individuals with the skills and substantive knowledge needed to train apprentices in a manner that is suitable both for immediate and long-range employment prospects. We constantly work on this challenge.

## **Summary**

The Instructor Training Program is in full compliance with Standard 2.

## STANDARD THREE

### PROGRAM AND INSTITUTIONAL OUTCOMES

#### Introduction

IFTI has maintained records of student attendance and grades since the founding of the Instructor Training Program in 2005. In the context of dealing with students who are already fully employed, 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 Program are already employed as either trainers or coordinators by local union joint apprenticeship training programs. Our close and intimate association with local unions enables our ability to track graduates, understand the reasons for their success and make adjustments to our programs in order to address the changing realities of the workplaces. IFTI has access to accurate job placement data through the International Union of Painters and Allied Trades.

**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. (Objective 3-1)**

#### ANALYSIS:

IFTI maintains transcripts for individual students which serve as a record of progress through the Instructor Training Program.

#### DOCUMENTATION:

- 1) [Sample Transcript of Graduate from Instructor Training Program](#)

**1. The institution submits accurate and verifiable program completion data each year to the Commission for comparison with required benchmarks. (Objective 3-2)**

#### ANALYSIS:

IFTI is committed to completing the COE Annual Reports and meeting the required benchmarks.

#### DOCUMENTATION:

- 1) [IFTI CPL Calculation Worksheet](#)
- 2) [IFTI Application Certification & Disclosure Statement](#)



2. 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 ACCREDITATION TEAM.

3. **FOR INITIAL ACCREDITATION ONLY: The majority of programs meet the required benchmark for completion.** (Objective 3-2)

**ANALYSIS:**

The Instructor Training Program meets the required benchmark for completion.

**DOCUMENTATION:**

- 1) [IFTI CPL Calculation Worksheet](#)

4. **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.** (Objective 3-2)

**ANALYSIS:** Not Applicable

**DOCUMENTATION:** N/A

5. The institution submits accurate and verifiable program placement data each year to the Commission for comparison with required benchmarks. (Objective 3-2)

**ANALYSIS:**

IFTI is committed to completing the COE Annual Reports and meeting the required benchmarks.

**DOCUMENTATION:**

- 1) [IFTI CPL Calculation Worksheet](#)
- 2) [IFTI Application Certification & Disclosure Statement](#)

6. 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.

TO BE COMPLETED BY ACCREDITATION TEAM.

7. **FOR INITIAL ACCREDITATION ONLY: The majority of programs meet the required benchmark for placement. (Objective 3-2)**

**ANALYSIS:**

The Instructor Training Program meets the required benchmark for placement.

**DOCUMENTATION:**

- 1) [IFTI CPL Calculation Worksheet](#)

8. **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. (Objective 3-2)**

**ANALYSIS:** Not Applicable

**DOCUMENTATION:** N/A

9. **If applicable, the institution submits accurate and verifiable licensure exam pass rate data each year to the Commission for comparison with required benchmarks. (Objective 3-2)**

**ANALYSIS:**

Not applicable because IFTI does not have licensure programs.

**DOCUMENTATION:** N/A

10. **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:**

Not applicable because IFTI does not have licensure programs.

**DOCUMENTATION:** N/A

11. **FOR INITIAL ACCREDITATION ONLY: If applicable, the majority of programs meet the required benchmark for licensure exam pass rates. (Objective 3-2)**

**ANALYSIS:**

Not applicable because IFTI does not have licensure programs.

**DOCUMENTATION:** N/A

**12. 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. (Objective 3-2)**

**ANALYSIS:** Not applicable.

**DOCUMENTATION:** N/A

**13. The institution has a written plan to ensure that follow-up is systematic and continuous. (Objective 3-3)**

**ANALYSIS:**

IFTI has a written plan for follow-up that meets all of the requirements.

**DOCUMENTATION:**

2) [IFTI Institutional Placement & Follow-Up Services](#)

**14. The plan includes identification of responsibility for coordination of all follow-up activities.**

**ANALYSIS:**

The Director of Curriculum & Instruction is responsible for the coordination of follow-up activities for the Instructor Training Program.

**DOCUMENTATION:**

1) [IFTI Institutional Placement & Follow-Up Services](#)

**15. The plan provides for collection of information from completers and employers of completers.**

**ANALYSIS:**

IFTI collects data from completers and employers as part of the follow-up plan.

**DOCUMENTATION:**

1) [IFTI Institutional Placement & Follow-Up Services](#)

**16. Information collected from completers and employers of completers focused on program effectiveness for various modes of delivery and relevance to job requirements.**

**ANALYSIS:**

IFTI evaluates the effectiveness of each of its programs annually and uses data from employers and graduates to assist in the evaluation process.

**DOCUMENTATION:**

- 1) [IFTI Institutional Placement & Follow-Up Services](#)

**17. Placement and follow-up information used to evaluate and improve the quality of program outcomes.**

**ANALYSIS:**

IFTI is constantly focused on program improvement. Feedback from students, graduates, instructors and employers is used to improve programs.

**DOCUMENTATION:**

- 1) [IFTI Institutional Placement & Follow-Up Services](#)

**18. Placement and follow-up information made available at least on an annual basis to all instructional personnel and administrative staff. (Objective 3-3)**

**ANALYSIS:**

Placement and follow-up information is made available to all relevant staff.

**DOCUMENTATION:**

- 1) [IFTI Institutional Placement & Follow-Up Services](#)

**Challenges**

The Instructor Training Program is designed for individuals who are already full-time employees of union locals. We are constantly engaged in improving our program to meet the needs of industry. We collect and use data to meet this goal. We believe that this is one of our strongest areas of operation.

**Summary**

We believe we are in full compliance with Standard 3.

## STANDARD FOUR

### STRATEGIC PLANNING

#### Introduction

IFTI adopted its current strategic plan in August 2016. The plan spells out the goals and objectives for the organization over a three-to-five 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, in approving the plan, based upon input from faculty and staff, has signaled its' endorsement of that commitment.

#### 1. The institution has a written strategic plan. (Objective 4-4)

##### ANALYSIS:

There is a written strategic plan. This plan will help ensure that IFTI is continuing to move forward. The plan is set for a three-to-five 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.

##### DOCUMENTATION:

- 2) [IFTI Strategic Plan](#)

The strategic plan includes, as a minimum, the following components:

#### 2. Mission of the institution:

##### ANALYSIS:

The mission is stated in the strategic plan. The mission is "To 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."

##### DOCUMENTATION:

- 1) [IFTI Strategic Plan](#)

### **3. Vision of the institution:**

#### **ANALYSIS:**

The vision is stated in the strategic plan. The vision is: “The FTI, 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:**

- 1) [IFTI Strategic Plan](#)

### **4. Objectives for a minimum period of three years;**

#### **ANALYSIS:**

The long-range objectives are put forth on a three-to-five year timeline. The long-range objectives are:

- FTI will be the recognized finishing trades industry’s leading edge resource for developing educational materials and training the most qualified instructors.
- FTI will be a proactive partner in assisting local area training programs in raising their training standards, recruiting and retention policies.
- FTI will be a leader in helping to improve the recognition of the finishing trades industry as a viable and important career field.
- FTI will have an infrastructure that supports and communicates our strategic goals.

#### **DOCUMENTATION:**

- 1) [IFTI Strategic Plan](#)

### **5. Strategies for achieving the objectives;**

#### **ANALYSIS:**

Strategies are listed for each objective. For example there are seven strategies for the third goal, listed from high priority to low. The high priority strategies are: FTI will become a candidate for accreditation and complete the accreditation process through the Council on Occupational Education; Show future trades people that our finishing workers earn competitive wages and benefit; Work with industry stakeholders to ensure information is disseminated; Promote and implement FTI training and certification programs. The medium priority strategies are: Promote and implement the FTI mentoring program; Showcase the work of the union

finishing trades' people. The low priority strategy is to attend the right "career days" and job fairs to promote our trades.

**DOCUMENTATION:**

- 1) [IFTI Strategic Plan](#)

**6. Strategies for evaluating progress toward achieving the objectives.**

**ANALYSIS:**

The plan calls sets forth a process an annual assessment of the success based upon the milestones contained within.

**DOCUMENTATION:**

- 1) [IFTI Strategic Plan](#)

**7. The strategic plan is reviewed by the faculty, administration, and institutional advisory committee and revised as necessary at least annually. (Objective 4-4)**

**ANALYSIS:**

The overview to the strategic plan contains a commitment to an annual review process that is inclusive of faculty, administration and trustees who constitute the institutional advisory committee.

**DOCUMENTATION:**

- 1) [IFTI Strategic Plan](#)

**8. The results of the evaluation of progress toward achieving the objectives are documented annually. (Objective 4-4)**

**ANALYSIS:**

The annual review of the strategic plan is recorded in a report that is presented to the Board of Trustees.

**DOCUMENTATION:**

- 1) [IFTI Strategic Plan](#)

**Challenges**

IFTI is relatively new to the ongoing cycle of assessment and planning that is central to a successful strategic planning process. The usual challenges of implementation and follow through are in front of all of us as an organization. Nevertheless, the Board of Trustees have committed to the planning process and we believe that our assessment and planning efforts will continue to improve as time goes on.

**Summary**

We believe we are in full compliance with Standard 4.



## STANDARD FIVE

### LEARNING RESOURCES

#### Introduction

FTI has an inventory of learning resources for faculty and students of the Instructor Training Program to draw upon. The primary portal for learning resources is the Learning Management System (LMS) operated by FTI in conjunction with a third-party private firm, K-Learning Group. In addition to meeting the direct needs of the faculty and student participants in the Instructor Training Program, the LMS is also a key component of part of the FTI mission that serves to advance the finishing trades industries through the development and dissemination of educational resources. The budget allows for sufficient learning resources for each program, and there are procedures in place for the maintenance and replacement of equipment as needed.

#### 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. (Objectives 5-1 and 5-2)**

#### ANALYSIS:

FTI has recently developed a media services plan centered on the LMS and the opportunity it provides to enhance training throughout the finishing trades.

#### DOCUMENTATION:

- 1) [\*IFTI Media Services Plan\*](#)

**The written plan for media services the institution and includes the following:**

**2. The scope and availability of the services.**

#### ANALYSIS:

The plan covers the availability of services for all staff, faculty and students.

#### DOCUMENTATION:

- 1) [\*IFTI Media Services Plan\*](#)

**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 to help fulfill the institution's purposes and support its educational programs.**

**ANALYSIS:**

Through the LMS there is a great variety of instructional resources available to each instructor and student. The resources available through the LMS include access to videos, articles, and sample curricula and courses relevant to the finishing trades. In addition, there is up-to-date teaching equipment available in each of the FTI classrooms as well as specialized technical equipment used in course related to the specific finishing trades.

**DOCUMENTATION:**

- 1) [IFTI Media Services Plan](#)
- 2) [IFTI Instructional Equipment Inventory](#)

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

**ANALYSIS:**

The Director of Curriculum & Instruction is responsible for the implementation and coordination of media services.

**DOCUMENTATION:**

- 1) [IFTI Media Services Plan](#)
- 2) [Organizational Chart](#)

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

**ANALYSIS:**

The roles and responsibilities of the designated staff members are delineated in the plan.

**DOCUMENTATION:**

- 1) [IFTI Media Services Plan](#)

**6. Orientation for user groups (i.e., instructors, students, and others).**

**ANALYSIS:**

Instructors and students are provided with access to the LMS Learner Manual as a means of orienting them to access the learning resources that are available to them. Both employees and students are introduced to the LMS as a part of their general orientation.

**DOCUMENTATION:**

- 1) [FTI LMS Learner Manual](#)
- 2) [IFTI Student Handbook](#)

**7. Facilities and technical infrastructure essential for using media materials.****ANALYSIS:**

FTI has access to the appropriate infrastructure for all of our technical devices and online materials storage, acquisition and retrieval.

**DOCUMENTATION:**

- 1) [IFTI Physical Facilities & Technical Infrastructure Plan](#)

**8. Annual budgetary support for the services.****ANALYSIS:**

There is a line item in the budget for curriculum development as well as one for the maintenance of the LMS.

- 1) [IFTI Media Services Plan](#)
- 2) [IFTI Budget](#)

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

At the end of the upcoming academic year we will be conducting our first formal evaluation of media services and will be using the results for budgetary and other planning purposes.

**DOCUMENTATION:**

- 1) [IFTI Media Services Plan](#)

**10. Media services (instructional supplies, physical resources, and fiscal resources) are available to support the instructional programs offered by the institution. (Objective 5-2)**

**ANALYSIS:**

Sufficient quality media services are available to support the instructional programs.

**DOCUMENTATION:**

- 1) [IFTI Media Services Plan](#)

**11. Media services are sufficient to ensure the achievement of desired student learning and program objectives. (Objectives 5-1 and 5-2)**

**ANALYSIS:**

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

**DOCUMENTATION:**

- 1) [IFTI Media Services Plan](#)

**12. A current inventory of media resources is maintained. (Objective 5-1)**

**ANALYSIS:**

An inventory of media services is contained within the Instructional Equipment Inventory.

**DOCUMENTATION:**

- 1) [IFTI Instructional Equipment Inventory](#)

**13. Provisions are made for necessary repair, maintenance, and/or replacement of media equipment and supplies. (Objective 5-1)**

**ANALYSIS:**

FTI has an ongoing arrangement with K-Learning Group to manage and maintain the LMS. Repair, maintenance and/or repair of equipment are handled through third-part vendors on as needed basis.

**DOCUMENTATION:**

- 1) [IFTI Media Services Plan](#)
- 2) [IFTI Equipment Plan](#)

**14. Services for creating instructional media (both print and non-print) are adequate and appropriate to support all students and faculty in meeting the objectives of the education program(s). (Objective 5-2)**

**ANALYSIS:**

All instructors have the ability to develop new and additional instructional materials and are encouraged to do so. FTI has adequate printers, scanners, copiers and computers to make this possible.

**DOCUMENTATION:**

- 1) [IFTI Media Services Plan](#)

**15. All elements of 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. (Objective 5-2)**

**ANALYSIS:**

The Director of Curriculum & Instruction and the core faculty are focused upon the development and distribution of learning resources, which are current, comprehensive and accessible to faculty, staff, students, and affiliates. The LMS makes it possible to better pursue the overall objectives of FTI in this regard.

**DOCUMENTATION:**

- 1) [IFTI Media Services Plan](#)

**Instructional Equipment**

**1. The institution has a system of instructional equipment inventory. (Objective 5-1)**

**ANALYSIS:**

Currently all instructional equipment is inventoried and maintained. There is a line item in the budget for the purchase and repair of instructional equipment.

**DOCUMENTATION:**

- 1) [IFTI Instructional Equipment Inventory](#)

**2. The institution has a system for emergency purchases to assure the acquisition and/or repair of equipment within a reasonable period of time to support continuous instruction. (Objective 5-1)**

**ANALYSIS:**

FTI has a sizable reserve fund which can be used for the purchase or repair of equipment in emergency situations. The Trustees can authorize these purchases through telephonic meetings if necessary.

**DOCUMENTATION:**

1) [IFTI Emergency Purchases & Repair of Equipment](#)

**2. Relevant and up-to-date equipment is available to support the instructional programs offered by the institution. (Objectives 5-1 and 5-2)**

**ANALYSIS:**

FTI is pleased to have available some of the most up-to-date equipment in the industry.

**DOCUMENTATION:**

1) [IFTI Instructional Equipment Inventory](#)

**4. The institution has a written plan for maintaining equipment and for replacing or disposing of obsolete equipment. (Objectives 5-1 and 5- 2)**

**ANALYSIS:**

FTI includes the mechanisms for the maintenance and replacement in its Equipment Plan.

**DOCUMENTATION:**

1) [IFTI Equipment Plan](#)

**5. All instructional equipment meets appropriate and required safety standards. (Objective 5-3)**

**ANALYSIS:**

All instructional equipment is routinely inspected and certified by our instructors and the Director of Training & Curriculum.

**DOCUMENTATION:**

1) [IFTI Equipment Plan](#)

## Instructional Supplies

**1. Instructional supplies are available to support the instructional programs offered by the institution. (Objective 5-1)**

### ANALYSIS:

FTI has adequate instructional supplies, including materials available online. There are copiers and printers available for print materials.

### DOCUMENTATION:

- 1) [IFTI Media Services Plan](#)

**3. The institution has a system for purchasing and storing instructional supplies. (Objective 5-1)**

### ANALYSIS:

FTI has a line item on the budget for instructional supplies. Supplies are stored in a secure manner.

### DOCUMENTATION:

- 1) [IFTI Budget](#)
- 2) [IFTI Instructional Supplies Purchase & Storage](#)

**4. Funds are budgeted to provide supplies at a level that assures quality of occupational education. (Objective 5-2)**

### ANALYSIS:

There is a line item in the budget to provide quality classroom supplies as needed.

### DOCUMENTATION:

- 1) [IFTI Budget](#)

**5. The institution has a system for emergency purchases of instructional supplies within a reasonable period of time to support continuous instruction. (Objective 5-2)**

### ANALYSIS:

Reserve funds can be used to purchase supplies in the event of an emergency.

**DOCUMENTATION:**

- 1) [IFTI Emergency Purchases & Repair of Equipment](#)

**5. First aid supplies are readily available. (Objective 5-2)**

**ANALYSIS:**

Fully stocked first aid kits are available in the main campus building.

**DOCUMENTATION:**

- 1) [IFTI Health & Safety Plan](#)

**6. All instructional supplies meet appropriate and required safety standards. (Objective 5-3)**

**ANALYSIS:**

FTI is extremely safety conscious. All instructional materials are checked by the faculty at the start of each class to make sure they are in good working order and suitable for safe use by students. No obsolete or outdated, unsafe equipment is used in instruction.

**DOCUMENTATION:**

- 1) [IFTI Equipment Plan](#)

**Challenges**

The need to ensure that supplies and equipment are maintained and up-to-date is an ongoing one that requires constant attention. The need for detailed follow through to ensure maximal use of the LMS and maximal benefit to our students, faculty, staff, and affiliates will be a particular challenge for the FTI administration.

**Summary**

We believe we are in full compliance with Standard 5.



## STANDARD SIX

### PHYSICAL RESOURCES AND TECHNICAL INFRASTRUCTURE

#### Introduction

The main campus and offices of IFTI are in Hanover, Maryland. Anton Ruesing serves as Fund Administrator. Thomas Pfundstein serves as Chief Administrative Officer of IFTI in his capacity as Director of Curriculum & Instruction. The 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. IFTI facilities meet appropriate standards of safety and suitability. IFTI has an up-to-date technical infrastructure that serves the needs of faculty and students.

**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. (Objectives 6-1 and 6-2)**

#### ANALYSIS:

IFTI training is based at the main campus located in Hanover, Maryland. The facilities are subject of a long-term lease between IFTI and IUPAT. There is an overall facilities plan which encompasses all of the facilities in use. The adequacy of facilities is reviewed annually by the Trustees. The Fund Administrator is charged with overseeing the implementation of changes to the facilities.

#### DOCUMENTATION:

1. [Lease Agreement](#)
2. [IFTI Physical Facilities & Technical Infrastructure Plan](#)

**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. (Objective 6-1)**

#### ANALYSIS:

The technology available and in use is up-to-date and does not pose any barriers to students.

## **DOCUMENTATION:**

1. [IFTI Physical Facilities & Technical Infrastructure Plan](#)
2. [FTI LMS Learner Manual](#)

**3. An appropriate plan for ongoing operation and maintenance of all physical facilities, Technical infrastructure and, if applicable, distance education infrastructure, has been developed and is in use. (Objectives 6-1 and 6-2)**

## **ANALYSIS:**

IFTI relies upon IUPAT to maintain facilities in accordance with the long-term lease arrangement.

## **DOCUMENTATION:**

1. [Lease Agreement](#)
2. [IFTI Physical Facilities & Technical Infrastructure Plan](#)

**The operation and maintenance plan addresses the following elements:**

**4. Personnel;**

## **ANALYSIS:**

Oversight of the main campus facilities arrangement is the responsibility of Anton Ruesing in his capacity as Fund Administrator. Personnel who perform the duties are retained by IUPAT.

## **DOCUMENTATION:**

1. [Lease Agreement](#)
2. [IFTI Physical Facilities & Technical Infrastructure Plan](#)

**5. Equipment and supplies;**

## **ANALYSIS:**

The Fund Administrator has direct responsibility for dealing with equipment aging, maintenance and replacement that is unrelated to the rental property.

## **DOCUMENTATION:**

1. [IFTI Physical Facilities & Technical Infrastructure Plan](#)

**6. Relevant state law; and,**

**ANALYSIS:**

The facilities are compliant with relevant state laws.

**DOCUMENTATION:**

1. [Lease Agreement](#)
2. [IFTI Physical Facilities & Technical Infrastructure Plan](#)

**7. Applicable federal codes and procedures**

**ANALYSIS:**

The facilities are compliant with applicable Federal codes and procedures.

**DOCUMENTATION:**

1. [Lease Agreement](#)
2. [IFTI Physical Facilities & Technical Infrastructure Plan](#)

**The operation and maintenance plan is:**

**8. Available to employees and students; and,**

**ANALYSIS:**

The IFTI Facilities Plan is available to any interested party.

**DOCUMENTATION:**

1. [IFTI Physical Facilities & Technical Infrastructure Plan](#)

**9. Regularly evaluated/revised.**

**ANALYSIS:**

The Trustees review the adequacy of facilities each year.

**DOCUMENTATION:**

1. [IFTI Physical Facilities & Technical Infrastructure Plan](#)

**10. Physical facilities at all locations provide adequate, safe, and clean facilities with appropriate supporting utilities for classrooms, laboratories/shops, offices, rest rooms, lounges, meeting rooms, parking, etc. (Objective 6-2)**

**ANALYSIS:**

The campus provides adequate, safe, and clean facilities for the use of students and faculty.

**DOCUMENTATION:**

1. [IFTI Physical Facilities & Technical Infrastructure Plan](#)

**11. An appropriate plan for assuring the health and safety of the institution's employees, students, and guests has been developed and is in use. (Objective 6-2)**

**ANALYSIS:**

The IFTI Health and Safety Plan that has been developed and is in use.

**DOCUMENTATION:**

1. [IFTI Health & Safety Plan](#)

**The health and safety plan:**

**12. Includes a system for reporting and investigating accidents;**

**ANALYSIS:**

The accident reporting and investigation procedures are included in the Health and Safety Plan as well as in the Student Handbook and the Employee Handbook.

**DOCUMENTATION:**

1. [IFTI Health & Safety Plan](#)
2. [IFTI Student Handbook](#)

**13. Has been distributed to employees;**

**ANALYSIS:**

Large portions of the Health and Safety Plan appear in the Student Handbook. Employees can have access to the Student Handbook and may access the full plan upon request.

**DOCUMENTATION:**

1. [IFTI Student Handbook](#)

**14. Is available to students; and,**

**ANALYSIS:**

Large portions of the Health and Safety Plan appear in the Student Handbook. Students can have access to the full plan upon request.

**DOCUMENTATION:**

1. [IFTI Student Handbook](#)

**15. Is regularly evaluated/revised with appropriate input from employees and students.**

**ANALYSIS:**

The Health and Safety Plan is reviewed each year. Input is solicited from employees and students.

**DOCUMENTATION:**

1. [IFTI Health & Safety Plan](#)

**16. An appropriate plan to ensure the privacy, safety, and security of data contained within the technical infrastructure of the institution networks, whether provided directly by the institution or through contractual arrangements, has been developed and is in use. (Objective 6-3)**

**ANALYSIS:**

IFTI has a system for security of data including a backup plan. All student records are password protected.

**DOCUMENTATION:**

1. [IFTI Technical Infrastructure Data Privacy, Safety and Security Plan](#)

**17. The institution ensures computer system and network reliability and emergency backup for all technical services whether provided directly by the institution or through contractual arrangements. (Objective 6-4)**

**ANALYSIS:**

IFTI has emergency backup for all technical services.

**DOCUMENTATION:**

1. *IFTI Technical Infrastructure Data Privacy, Safety and Security Plan*

**Challenges**

There are no specific challenges that we face at this time.

**Summary**

We believe we are in full compliance with Standard 6.

## STANDARD SEVEN

### FINANCIAL RESOURCES

#### Introduction

IFTI is very strong financially. The institution's financial strength is exemplified by the unqualified audit opinions received from Novak Francella for many years. IFTI has substantial reserve funds that serve as a cushion in the event income from work hours should experience a temporary decline. Under the leadership of the Fund Administrator, IFTI has sufficient experienced staff to provide appropriate oversight of income and expenditures. 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. (Objectives 7-1 and 7-2)**

#### ANALYSIS:

Anton Ruesing serves as Fund Administrator, overseeing the financial and business operations of IFTI. He has served in that position at AFTI for more than one year after more than five years of service in the same capacity at the Florida FTI.

#### DOCUMENTATION:

1. [Anton Ruesing Resume](#)

#### **2. Financial records are maintained so that the institution's fiscal position may be analyzed in a timely manner. (Objectives 7-1 and 7-2)**

#### ANALYSIS:

IFTI has entered into an agreement with IUPAT that allows 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; Payroll.

#### DOCUMENTATION:

1. [Shared Services Agreement](#)

#### **3. The institution demonstrates responsible financial management with funds sufficient to maintain quality educational programs and to complete the education of all students enrolled. (Objectives 7-1 and 7-2)**

#### **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. Copies of the two most recently completed audits are attached.

#### **DOCUMENTATION:**

1. [FY 2016 Audit](#)
2. [FY 2015 Audit](#)

#### **4. The institution considers its financial resources as a basis for strategic planning. (Objectives 7-1 and 7-2)**

#### **ANALYSIS:**

The most recent strategic plan reflects a careful analysis of the available financial resources that was used in order to shape the goals, objectives and activities that are detailed within. A copy of the strategic plan is attached.

#### **DOCUMENTATION:**

1. [IFTI Strategic Plan](#)

#### **5. The institution uses adequate auditing and budgetary controls and procedures consistent with local, state, and federal requirements. (Objectives 7-1 and 7- 2)**

#### **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.

#### **DOCUMENTATION:**

1. [FY 2016 Audit](#)
2. [FY 2015 Audit](#)

#### **6. The institution exercises proper management, financial controls, and business practices. (Objectives 7-1, 7-2, and 7-3)**



**ANALYSIS:**

There are established policies that set forth appropriate procedures for procurement and authorization of expenditures. The implementation of this policy is overseen by the Fund Administrator in order to ensure uniform application of best practices.

**DOCUMENTATION:**

1. [IFTI Emergency Purchases & Repair of Equipment](#)
2. [IFTI Instructional Supplies Purchase & Storage](#)

**7. All persons handling institutional funds or revenues from any source are bonded or are covered under an employee-dishonesty insurance policy. (Objective 7-2)**

**ANALYSIS:**

IFTI carries insurance coverage in the event of employee dishonesty. A copy of the policy is attached.

**DOCUMENTATION:**

1. [Insurance Policy, p.171](#)

**8. Financial aid programs utilizing public and/or private funds are capably administered and accurately documented. (Objective 7-3)**

**ANALYSIS:**

As an institution which does not charge tuition and fees, IFTI does not maintain a financial aid program and this particular requirement is not applicable.

**DOCUMENTATION: N/A**

**9. Qualified personnel are responsible for proper record-keeping, reporting, and auditing. (Objective 7-4)**

**ANALYSIS:**

In addition to the Fund Administrator, the financial staff of IUPAT provides bookkeeping and accounting services pursuant to the Shared Services Agreement. The qualifications of the relevant staff members are attached. The independent auditor is Novak Francella.

**DOCUMENTATION:**

1. [Anton Ruesing Resume](#)
2. [IUPAT Accounting Staff Credentials](#)

**10. The institution has reported all contingent liabilities in a timely manner. (Objective 7-3)**

**ANALYSIS:**

There are no known contingent liabilities as of this writing.

**DOCUMENTATION:**

1. [FY 2016 Audit](#)
2. [FY 2015 Audit](#)

**11. To satisfy Commission reporting requirements, the institution has submitted notices and copies of all lawsuits filed against the institution within 5 days of being served. (Objective 7-3)**

**ANALYSIS:**

There are no known lawsuits pending against IFTI at this time.

**DOCUMENTATION:**

1. [FY 2016 Audit](#)
2. [FY 2015 Audit](#)

**12. The institution maintains compliance with the Higher Education Reauthorization Act Title IV eligibility and certification requirements, including compliance with default management and audit benchmarks. (Objective 7-3)**

**ANALYSIS:**

As an institution which does not charge tuition and fees, IFTI does not maintain a financial aid program and this particular requirement is not applicable.

**DOCUMENTATION: N/A**

**13. A written, comprehensive student loan repayment program addressing student loan information, counseling, monitoring and cooperation with available lenders is utilized. (Objective 7-3)**

**ANALYSIS:**

As an institution which does not charge tuition and fees, IFTI does not maintain a financial aid program and this particular requirement is not applicable.

**DOCUMENTATION:** N/A

**14. Students are informed of their ethical responsibilities regarding financial assistance. (Objective 7-3)**

**ANALYSIS:**

As an institution which does not charge tuition and fees, IFTI does not maintain a financial aid program and this particular requirement is not applicable.

**DOCUMENTATION:** N/A

**15. The institution clearly identifies sources of funds and revenues and shows evidence of fiscal stability. (Objectives 7-1 and 7-2)**

**ANALYSIS:**

IFTI is a non-public institution so this requirement is not applicable.

**DOCUMENTATION:** N/A

**16. To document financial stability, the institution submits annual audited financial statements prepared by an independent certified public accountant and completed COE financial forms. Financial statements are prepared in accordance with Generally Accepted Accounting Principles (GAAP). The audit is performed in accordance with Generally Accepted Government Auditing Standards (GAGAS). A separate income statement must be provided for each main campus and each branch campus. (See definition of audited financial statements in Section VII. Definitions, Standard Seven.) For initial accreditation, non-public institutions must submit audited financial statements for the two most recent fiscal years, the first of those two years may be the audited financial statements submitted with the institution's candidacy application and the second audited financial statements must represent activity while the institution is in candidate status. Restated (or revised) audited financial statements will not be accepted without third-party certification. (Objectives 7-1 and 7-2)**

**ANALYSIS:**

IFTI has submitted the two most recently completed audited financial statements covering the fiscal years which concluded on June 30, 2015 and June 30, 2016. Copies of the audited financial statements are enclosed. The audits have been performed by a reputable firm of certified public accountants, Novak Francella, in accordance with GAAP. IFTI has also completed and submitted the COE financial forms.

**DOCUMENTATION:**

1. [FY 2016 Audit](#)
2. [FY 2015 Audit](#)
3. [COE Financial Form](#)

**17. The institution demonstrates financial stability through submission of the most recent audited financial statement that reflect a minimum composite score of 1.5. (Objective 7-2)**

**ANALYSIS:**

IFTI has attained a composite score of 3.0 based upon the U.S. Department of Education formula. A copy of the composite score worksheet is attached.

**DOCUMENTATION:**

1. [Composite Score Calculation](#)

**18. The institution demonstrates financial stability through submission of the most recent audited financial statement 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. (Objective 7-2)**

**ANALYSIS:**

IFTI has no contingent liabilities or on-going litigation which could potentially affect the institution's ability to continue operation.

**DOCUMENTATION:**

1. [FY 2016 Audit](#)
2. [FY 2015 Audit](#)

**19. 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 the student has been charged. (Objective 7-4)**

**ANALYSIS:**

IFTI does not charge tuition and fees so the requirements for a refund policy are not applicable.

**DOCUMENTATION:** N/A

**20. The institution's refund policy is published in the catalog and uniformly administered. (Objective 7-4)**

**ANALYSIS:**

IFTI does not charge tuition and fees so the requirements for a refund policy are not applicable.

**DOCUMENTATION:** N/A

**21. Refunds, when due, are made without requiring a request from the student. (Objective 7-4)**

**ANALYSIS:**

IFTI does not charge tuition and fees so the requirements for a refund policy are not applicable.

**DOCUMENTATION:** N/A

**22. 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. (Objective 7-4)**

**ANALYSIS:**

IFTI does not charge tuition and fees so the requirements for a refund policy are not applicable.

**DOCUMENTATION:** N/A

**23. Retention of tuition and fees collected in advance for a student who does not commence class does not exceed \$100. (Objective 7-4)**

**ANALYSIS:**

IFTI does not charge tuition and fees so the requirements for a refund policy are not applicable.

**DOCUMENTATION:** N/A

**24. The institution complies with the refund policies adopted by the Commission unless a different policy is mandated by a non-public institution's licensing agency or a public institution's governing board. (Objective 7-4)**

**ANALYSIS:**

IFTI does not charge tuition and fees so the requirements for a refund policy are not applicable.

**DOCUMENTATION:** N/A

**Challenges**

IFTI is fortunate to have a very strong financial base upon which to secure funding for current operations. The overriding challenge is to devote sufficient funds to continue to meet the needs of the students in our various programs while maintaining a strong financial posture for the future.

**Summary**

We believe we are in full compliance with Standard 7.

## STANDARD EIGHT

### HUMAN RESOURCES

#### Introduction

IFTI has an efficient organizational structure populated by committed and experienced individuals who provide high quality services to the institution. In particular, the staff members who function as the core faculty for the Instructor Training Program consist of a small group of dedicated and highly qualified individuals who are at the cutting edge of the overall mission of improving training for the finishing trades. Faculty and staff work together closely to ensure that the curricula are relevant and up-to-date. Our faculty members have extensive expertise and experience in their respective fields.

#### General

**1. Duties and responsibilities of each position are specified in written job descriptions made available to administrators, faculty, and staff of the institution. (Objective 8-A-1)**

#### ANALYSIS:

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 IFTI Board of Trustees.

#### DOCUMENTATION:

1. [IFTI Job Descriptions](#)

**2. The institution has provided and implemented appropriate and published procedures for handling complaints/grievances for faculty and staff, consistent with the policies of the institution's governing board. (Objective 8-A-2)**

#### ANALYSIS:

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:

1. [IFTI Employee Handbook, p.6](#)

- 2. Appropriate procedures have been developed for the continuous evaluation of the performance and effectiveness of all institutional employees, with at least an annual written formal review and evaluation. (Objective 8-A-3)**

**ANALYSIS:**

IFTI reviews the individual instructors for each of the programs on an annual basis to determine if they are meeting the desirable criteria of providing the most up-to-date training for our students. There is a formal written review process for the employees who are on staff.

**DOCUMENTATION:**

- [1. IFTI Employee Handbook, p.13](#)

- 4. Appropriate orientation procedures for all employees are maintained and followed equitably. (Objective 8-A-4)**

**ANALYSIS:**

New employee orientation is provided by the appropriate supervisor under the overall direction of the Fund Administrator. Each new employee receives a copy of the Employee Handbook as well as their job description when they are hired.

**DOCUMENTATION:**

- [1. IFTI Employee Handbook, p.17](#)

**Faculty**

- 1. The institution has a sufficient number of faculty members to fulfill its mission and operate its programs. (Objective 8-B-1)**

**ANALYSIS:**

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 different programs.

**DOCUMENTATION:**

- [1. Resumes of Faculty Members](#)



**2. Each faculty member has at least a high school diploma (or its equivalent) and demonstrated competency in the technical area of instruction. (Objective 8-B-2)**

**ANALYSIS:**

Each faculty member has a high school diploma. Some of the instructors who work under the supervision of faculty members may lack formal credentials, but are experienced in their technical fields. In all such cases the instructor works under the aegis of a faculty member who is appropriately credentialed.

**DOCUMENTATION:**

1. Resumes of Faculty Members

**3. Additional requirements established for faculty members by the institution's governing board and/or state regulatory agencies are met. (Objective 8-B-2)**

**ANALYSIS:**

All faculty members meet the requirements set by the IFTI Board of Trustees.

**DOCUMENTATION:**

1. Resumes of Faculty Members

**4. 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. (In exceptional cases, evidence of outstanding professional experience or creative achievement in the field may be considered in lieu of formal academic preparation.) (Objective 8-B-2)**

**ANALYSIS:**

IFTI does not offer an associates' degree at this time.

**DOCUMENTATION: N/A**

**5. Faculty members who teach in technical areas of 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 in lieu of formal academic requirements.) (Objective 8-B-2)**

**ANALYSIS:**

IFTI does not offer an associates' degree at this time.

**DOCUMENTATION:** N/A

**6. The institution plans, provides, supports, and annually documents professional growth opportunities for and participation by all faculty members. (Objective 8-B-2, 3)**

**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 upon instruction.

**DOCUMENTATION:**

1. [IFTI Employee Handbook, p.19](#)

**7. Documentation is available to demonstrate that each faculty member in a technical field maintains liaison with employers in the technical field through periodic visitations and personal contact. (Objective 8-B-3)**

**ANALYSIS:**

Each of the programs is reviewed annually. As part of this process feedback from employer representatives is internalized and digested by faculty members to help ensure that the curricula continue to be professionally relevant.

**DOCUMENTATION:**

1. [IFTI Employee Handbook, pp. 19-20](#)

**8. For all coursework delivered via distance education: The institution provides appropriate training for faculty who use technology in distance education courses and programs. (Objective 8-B-2)**

**ANALYSIS:**

IFTI does not use distance education at this time.

**DOCUMENTATION: N/A**

### **Administrative and Supervisory Personnel**

**1. The institution has a sufficient number of administrative and supervisory personnel to fulfill its mission and operate its programs. (Objective 8-C-1)**

#### **ANALYSIS:**

IFTI has a substantial administrative structure under the overall supervision of the Fund Administrator. The administrative supervision of the program curriculum is the responsibility of the Director Of Curriculum & Instruction with assistance from the core faculty.

#### **DOCUMENTATION:**

1. [Organizational Chart](#)
2. [Thomas Pfundstein Resume](#)

**2. All administrative and supervisory personnel possess postsecondary education credentials and/or experience and demonstrated competencies appropriate to their areas of responsibility. (Objective 8-C-2)**

#### **ANALYSIS:**

IFTI administrative and supervisory personnel have appropriate educational credentials as well as significant levels of professional experience which qualify them for their positions.

#### **DOCUMENTATION:**

1. [Resumes of Administrative and Supervisory Personnel](#)

### **Instructional Support Staff**

**1. The institution has a sufficient number of instructional support staff members to fulfill its mission and enable its programs. (Objective 8-D-1)**

#### **ANALYSIS:**

IFTI provides substantial full-time support staff positions for the staff of faculty and administrators. The current staffing levels have proven to be more than adequate to meet the responsibilities of the different educational programs offered by IFTI.

**DOCUMENTATION:**

1. [Organizational Chart](#)

**2. Personnel are employed to maintain student records and financial records; to assist in producing instructional materials; and to prepare correspondence, reports, and other records as needed. (Objective 8-D-1)**

**ANALYSIS:**

Specific staff members are assigned responsibility for student registration and academic records, financial recordkeeping, preparation of correspondence and reports, and assorted other duties that are required.

**DOCUMENTATION:**

1. [Organizational Chart](#)

**3. All instructional support staff possess education credentials and/or experience and demonstrated competencies appropriate to their areas of responsibility. (Objective 8-D-2)**

**ANALYSIS:**

All instructional support staff are office professionals who possess the credentials and experience necessary to perform their jobs as noted on the personnel forms.

**DOCUMENTATION:**

1. [Resumes of Instructional Support Staff](#)

**Non-Instructional Support Services**

**1. Custodial services are available to provide routine care and maintenance of facilities and grounds for the institution. (Objective 8-E)**

**ANALYSIS:**

Custodial services are provided through the lease arrangement with IUPAT.

**DOCUMENTATION:**

1. [Lease Agreement](#)
2. [IFTI Physical Facilities & Technical Infrastructure Plan](#)

**2. Preventative maintenance services are provided to ensure continued operation of the facilities.  
(Objective 8-E)**

**ANALYSIS:**

Preventive maintenance for the building is provided through the lease arrangement with IUPAT.

**DOCUMENTATION:**

1. [Lease Agreement](#)
2. [IFTI Physical Facilities & Technical Infrastructure Plan](#)

**Challenges**

It is always a challenge to deliver high quality instruction, but IFTI has been successfully accomplishing this for a number of years. Going through the accreditation process has given us the opportunity to formalize more fully that statement of employee responsibilities. We have also acted to ensure that opportunities for employee assessment and professional development are better coordinated.

**Summary**

We believe we are in full compliance with Standard 8.

## STANDARD NINE

### ORGANIZATIONAL STRUCTURE

#### Introduction

IFTI is a non-profit 501 © (3) organized for the purposes of ensuring high quality training for the future of the finishing trades. IFTI is overseen by a Board of Trustees composed of equal representatives from labor and management under the requirements for ERISA programs as outlined by the U.S. Department of Labor. The Board has the full legal authority to collect monies, disburse payment and hire staff to meet the mission of the organization. The Board of Trustees is composed of 16 members. The Finishing Contractors Association selects the employer representatives on the board and IUPAT selects the labor representatives. The Board of Trustees meets at least four times each year and the minutes of their meetings are available for review by COE.

- 1. The institution has a properly constituted governing body or board that has the legal authority and responsibility for the institution's operation and control. (Objective 9-1)**

#### ANALYSIS:

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

#### DOCUMENTATION:

1. [IFTI Trust Document](#)

- 2. If applicable, the non-public institution has in custody the currently valid original document(s), typically a license, required to operate as an occupational education institution within the state where it is located. (Objective 9-1)**

#### ANALYSIS:

IFTI operates as an ERISA fund under the auspices of the US Department of Labor.

#### DOCUMENTATION:

1. [DOL Apprenticeship Certification 2011](#)
2. [DOL Apprenticeship Certificates](#)

**3. The authority for implementation of the governing body's policies is delegated to a chief administrative officer, who is responsible for the institution's operation. (Objective 9-2)**

**ANALYSIS:**

The Board of Trustees has authorized the Fund Administrator and the Director of Curriculum & Instruction to assume responsibility for the institution's day-to-day operations.

**DOCUMENTATION:**

1. [Organizational Chart](#)

**4. The chief administrative officer is the official 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 with the institution, including branches, if any. (Objective 9-2)**

**ANALYSIS:**

The CAO, Thomas Pfundstein is a full-time employee of IFTI, maintains an office on the main campus and is the Commission's point of contact.

**DOCUMENTATION:**

1. [Organizational Chart](#)

**5. An organizational chart is available that shows the functional relationships among the personnel of the institution. (Objective 9-3)**

**ANALYSIS:**

IFTI has an organizational chart which shows lines of authority and communication from the Board, Administration, faculty and students.

**DOCUMENTATION:**

1. [Organizational Chart](#)

**6. The organizational structure is designed to promote the effective operation of educational programs and institutional services for students. (Objective 9-3)**

**ANALYSIS:**

The organizational chart illustrates how administrators, faculty and staff communicate and make decisions. Each faculty member has sufficient latitude to operate their program and provide services to students.

**DOCUMENTATION:**

1. [Organizational Chart](#)

**Challenges**

Our biggest challenge is to fulfill our responsibilities to improve the quality of the training for the future of the finishing trades with the resources and staff that are available to us. To continue to fulfill our mission it is essential that we continue to expand the scope and improve the quality of our offerings. We feel that with our commitment to the strategic planning process will be very helpful in achieving the desired outcomes.

**Summary**

We believe we are in full compliance with Standard 9.



## STANDARD TEN

### STUDENT SERVICES AND ACTIVITIES

#### Introduction

FTI has a unique body of students composed of trainers from local apprenticeship programs and tailors its service to meet the needs of those individuals. Orientation appropriate to the Instructor Training Program is provided to all students, with an emphasis upon use of the LMS as a continuing resource for trainers in carrying out their duties to the local apprenticeship programs. Appropriate counseling by FTI staff is available to all students. Student rights and concerns are fiercely protected and are paramount in the concern of FTI staff.

**1. 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 placement services to students. (Objective 10-1-a)**

#### ANALYSIS:

There are no entrance exams administered to potential students for the Instructor Training Program.

**DOCUMENTATION:** N/A

**2. There is a student orientation program to acquaint new students with policies, functions, and personnel of the institution. (Objective 10-1-b)**

#### ANALYSIS:

Students in the Instructor Training Program receive an in-person orientation at the start of their program. During orientation students are familiarized with school policies and requirements as outlined in the Student Handbook. A particular emphasis is placed upon use of the LMS by students. For that purposes the FTI LMS Learner Manual has been developed.

**DOCUMENTATION:**

- 1) [FTI LMS Learner Manual](#)

**3. A designated staff member is responsible for maintaining official files and records of students. (Objective 10-1-c)**

## **ANALYSIS:**

Donna Cruz is responsible for the maintenance, storage and security of student records for the Instructor Training Program.

## **DOCUMENTATION:**

1. [Organizational Chart](#)

**4. Written procedures for access to student coursework, testing, and records are established to protect their confidentiality, limiting access to authorized personnel only. (Objective 10-1-c)**

## **ANALYSIS:**

Written procedures for the security of student information are provided to all of the staff and students.

## **DOCUMENTATION:**

- 1) [IFTI Employee Handbook, p.18](#)
- 2) [IFTI Student Handbook, pp.5-6](#)
- 3) [IFTI Technical Infrastructure Data Privacy, Safety & Security Plan](#)

**5. The institution, upon request by students, provides transcripts or procedures for obtaining transcripts containing as a minimum the following information: program of study, courses or units of study completed with corresponding grades, and period of enrollment. (Objective 10-1-c)**

## **ANALYSIS:**

The transcript policy is described in the student handbook.

## **DOCUMENTATION:**

- 1) [IFTI Student Handbook, p.7](#)

**6. All period of enrollment, financial, academic, and current educational progress records are available at the institution. (Objective 10-1-c)**

## **ANALYSIS:**

All of these records are maintained electronically.

**DOCUMENTATION:**

- 1) [IFTI Technical Infrastructure Data Privacy, Safety & Security Plan](#)

**TO BE COMPLETED BY ACCREDITATION TEAM.**

Number of student files reviewed (minimum of 25)

**7. 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. (Objective 10-1-c)**

**ANALYSIS:**

FTI maintains all official student records electronically and backed-up off site.

**DOCUMENTATION:**

- 1) [IFTI Technical Infrastructure Data Privacy, Safety & Security Plan](#)

**8. The institution provides and has implemented appropriate grievance policies for handling complaints from students, as described in the institution's catalog and/or the student handbook. (Objective 10-1-d)**

**ANALYSIS:**

There is an appropriate student grievance process that is set forth in the student handbook.

**DOCUMENTATION:**

- 1) [IFTI Student Grievance Policy](#)
- 2) [IFTI Student Handbook, pp.8-9](#)

**9. The Commission's mailing address and telephone number are included within the grievance policy for cases where the grievance is not settled at the institutional level. (Objective 10-1-d)**

**ANALYSIS:**

COE contact information is provided in the student handbook.

**DOCUMENTATION:**

- 1) [IFTI Student Handbook, pp.8-9](#)

**10. Institutional records reflect that program complaints and grievances receive due process and include evidence of resolution. (Objective 10-1-d)**

**ANALYSIS:**

The grievance policy provides for due process. To date FTI records reflect that no student grievances have been filed.

**DOCUMENTATION:**

- 1) [IFTI Student Grievance Policy](#)

**11. 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. (Objective 10-1-d)**

**ANALYSIS:**

The grievance policy provides for the maintenance of records by the Director of Curriculum & Instruction. To date FTI records reflect that no student grievances have been filed.

**DOCUMENTATION:**

- 1) [IFTI Student Grievance Policy](#)

**12. The institution provides academic advisement services to assist students in planning and completing the occupational education programs that they pursue. (Objective 10-1-e)**

**ANALYSIS:**

Students in the Instructor Training Program may be counseled in person, telephonically, or electronically by staff throughout the course of the program.

**DOCUMENTATION:**

- 1) [IFTI Student Handbook, p.6](#)

**13. 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 to maintain a plan. (Objective 10-1-f)**

**ANALYSIS:**

FTI does not process Title IV loans.

**DOCUMENTATION:** N/A

**14. The institution has adopted and implemented a written plan for the health and safety of students in cases of sickness, accidents, or emergency health care needs on campus; and the plan is evaluated regularly. (Objective 10-1-g)**

**ANALYSIS:**

FTI has a Health and Safety Plan which is evaluated and updated regularly.

**DOCUMENTATION:**

1) [IFTI Health & Safety Plan](#)

**15. A system is in effect for reporting and investigating all incidents affecting health and safety. (Objective 10-1-g)**

**ANALYSIS:**

Reporting and investigating of incidents is detailed in the Health and Safety Plan.

**DOCUMENTATION:**

1) [IFTI Health & Safety Plan](#)

**16. The institution is responsible for any reasonable accommodation of students who are identified to have special needs. (Objective 10-1-h)**

**ANALYSIS:**

FTI makes reasonable accommodation for students with special needs including additional time for test taking and other special services.

**DOCUMENTATION:**

3. [IFTI Student Handbook](#)

**17. The institution has a written plan for determining the effectiveness of student personnel services, for documenting an annual evaluation of these services, and for disseminating the results to the staff so that pertinent information can be used to improve the student personnel services. (Objective 10-1-a through h)**

**ANALYSIS:**

FTI has just developed its first plan for the effectiveness of student personnel services, which includes an annual evaluation of these services and dissemination of the results to trustees and staff.

**DOCUMENTATION:**

- 1) [IFTI Student Services Effectiveness Plan](#)

**18. The institution provides placement services for all program completers. (Objective 10-2)**

**ANALYSIS:**

All students in the Instructor Training program are already full-time employees of local union organizations.

**DOCUMENTATION:**

- 1) [IFTI Institutional Placement & Follow-Up Services](#)

**19. The institution demonstrates that it is following a written plan for placement services.**

**ANALYSIS:**

FTI has a written plan which describes its placement services.

**DOCUMENTATION:**

- 1) [IFTI Institutional Placement & Follow-Up Services](#)

**The plan for placement services includes the following elements:**

**20. Identification of responsibility for coordination of services. (Objective 10-2)**

**ANALYSIS:**

The Director of Curriculum & Instruction is responsible for coordination of services.

**DOCUMENTATION:**

- 1) [IFTI Institutional Placement & Follow-Up Services](#)

**21. Communications network between the placement coordinator, the staff, the faculty, and various businesses and industries of the service area.**

**ANALYSIS:**

There are active and open channels of communication among FTI, local unions, and employers in the industry.

**DOCUMENTATION:**

- 1) [IFTI Institutional Placement & Follow-Up Services](#)

**22. File/listing of employers and employment opportunities.**

**ANALYSIS:**

FTI has access to relevant data through IUPAT.

**DOCUMENTATION:**

- 1) [IFTI Institutional Placement & Follow-Up Services](#)

**23. Counseling of students.**

**ANALYSIS:**

Employment counseling is not applicable as students in the Instructor Training Program are already full-time employees.

**DOCUMENTATION:**

- 1) [IFTI Institutional Placement & Follow-Up Services](#)

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

**ANALYSIS:**

Placement records of students are available to FTI through IUPAT.

**DOCUMENTATION:**

- 1) [\*IFTI Institutional Placement & Follow-Up Services\*](#)

**Challenges**

We believe that FTI students in the Instructor Training Program have access to the full range of services and activities appropriate to their circumstances, in light of the fact that they are already employees of local union organizations.

**Summary**

We believe we are in full compliance with Standard 10.