

- (3) Model inspection practices; and
- (4) Staff size and equipment;
- xv. How to participate in management level policy and planning:
 - (1) Agenda preparation;
 - (2) Listing questions and problems;
 - (3) Areas of concern; and
 - (4) Factors in evaluation of ideas and options;
- xvi. Personnel procedures and rules of the State and local government:
 - (1) Hiring, recruiting and placements;
 - (2) Needs assessments, and organization development; and
 - (3) State and Federal laws governing employment practices;
- xvii. Administrative practices, procedures and techniques;
- xviii. Evaluation methods and techniques of management.
 - (1) Obtaining and analyzing information; and
 - (2) Problem analysis;
- xix. Factors involved in the preparation of agency budget:
 - (1) Estimation of work load, supplies and equipment needs;
 - (2) Estimation of funds required for emergency services training, conferences, etc.; and
 - (3) Budget justification;
- xx. Legal aspects of the housing inspection agencies, including legal processes and rules of evidence. Legal responsibilities of inspection personnel. Methods of court appeals and legal basis required:
 - (1) Sources of pertinent laws;
 - (2) Legal rights, restrictions and limitations; and
 - (3) Rules of evidence.

Amended by R.2002 d.341, effective November 4, 2002.
 See: 34 N.J.R. 2371(a), 34 N.J.R. 3771(a).

In (b)4, substituted "registered environmental health specialist" for "sanitary inspector", substituted "by" for "to" following "information submitted" and inserted "(continuing education)" following "(license revocation) and (e)" in i, and inserted "or as a registered environmental health specialist" following "health officer" in ii.

5:10-1B.3 Standards for educational programs

(a) To carry out their responsibilities, housing inspectors must be fully knowledgeable about code standards and adequately prepared to administer and enforce them prop-

erly. Housing inspection education programs must meet certain standards to ensure housing inspectors have the necessary technical and administrative training to effectively enforce the Act at the local level. This section sets forth explicit guidelines and standards for official education programs. Procedures governing the approval of such educational programs are set forth in N.J.A.C. 5:10-1B.4

(b) This section covers the organizational, administrative, and operational functions that support the education programs.

1. Purposes and objectives: Programs for the effective education are expected to operate with appropriate purposes and objectives. An institution seeking initial and continuing approval of education programs shall include in its catalog clearly defined statements of such purposes and objectives.

2. Organization: Sound educational programs can be operated effectively only when supported by adequate institutional arrangements. Accordingly, only programs offered by or under the auspices of institutions of secondary or higher education, licensed by the New Jersey Department of Education or the Commission on Higher Education, can be considered for approval.

3. Admission, retention and evaluation policies and practices:

i. Admission to education programs: Provision shall be made within the institution for orderly methods of obtaining and filing information relative to candidates applying for admission to education programs.

ii. Grading: An institution shall have evaluation procedures to assess the quality of its students when they complete programs and at the very least establish and apply pass/fail criteria.

iii. Retention: The nature of housing inspection calls for achievement and growth in technical competence. An institution shall determine as objectively and systematically as possible specific strengths and weaknesses of the student as these affect the continuation of the student in education programs.

iv. Evaluation: The institution shall design and implement a well-defined plan for continuing evaluation of students enrolled in the programs and measures of academic ability.

v. Observation by faculty (in courses, laboratories and field experiences) and other modes of appraisal shall be utilized to assess specific strengths and weaknesses as they affect the student's retention within the education programs and readiness to assume a professional role in housing inspection.

4. Student personnel:

i. Supporting student services: Each student shall know where to secure guidance and who is officially

responsible for his or her program. Attention must be given to a plan for maintaining desirable student-faculty relationships.

ii. Student records: It is the responsibility of the institution to maintain an adequate system of student personnel accounting, including a permanent cumulative record of each student enrolled. To facilitate ready interpretation by licensing authorities, the graduate is entitled to an intelligible and adequate transcript of record, including a statement of course titles.

5. Faculty: Faculty members shall be competent in their fields and have contacts with code enforcement environments and other sources so that their teaching and research may be current and relevant.

i. Faculty competence: The quality of the faculty is one of the more important factors in judging the effectiveness of an institution. Appraisal of the faculty shall be made in terms of its competence to provide the program for which approval is being sought. Each faculty member, in subject matter and in professional fields, shall have a high degree of competency in his or her area. The faculty consists of those instructors who teach in the curriculums and all personnel who direct students in all types of activities included as part of the curriculum. Those who teach courses shall be familiar with practices in the housing inspection and/or building construction technology generally.

ii. Part-time faculty: The institution, recognizing that an appropriate faculty is one of the major determinants of the quality of its education programs, shall make provision for the use of part-time or adjunct faculty.

iii. No individual who has ever had a license relating to building or inspection suspended for a period of six months or more or has ever had a license revoked for any reason set forth in N.J.A.C. 5:10-1.22 shall be eligible to instruct housing inspection programs.

iv. Instruction: The institution shall evaluate instruction systematically based on the performance of its students within the institution. Consideration shall be given to such items as the performance of the students in class tests, the quality of their subsequent work, and the degree to which the institution as a whole attains its goals in the preparation of housing inspection personnel. The institution shall show that it utilizes a variety of appropriate instructional procedures which contribute to the effectiveness of the student's preparation, such as class discussions, lectures, laboratory work, and newer media.

6. Facilities and instructional materials: The institution shall provide physical facilities, instructional materials and other resources essential for conducting education programs.

i. Building and grounds: An institution shall have a physical plant designed to serve effectually its defined purposes for education.

ii. Library: The library, as the principal materials resource center of the institution, shall be adequate for the instructional research and other services pertinent to the housing inspection education programs.

iii. Laboratories: Each institution shall be provided with laboratory equipment sufficient for instructional purposes for each program offered.

(c) All courses for credit toward a housing inspection official license shall be designed to meet the following general standards:

1. Standard I, Institutional responsibility: Each institution shall be responsible for developing its housing inspection courses within the general policies relating to education and licensure of housing inspection officials in the State.

2. Standard II, Statement of objectives: Each course shall be built upon a clear-cut statement of its purpose and objectives. These statements shall be prepared by the instructors concerned, shall be based on analysis of current practices and recommendations of the professional organizations representing this field, and shall be available in writing.

3. Standard III, Statement of competencies: Each course shall be built on a clearly formulated statement of the competencies needed in the area.

4. Standard IV, Evaluation and recommendation of the student: Each course shall include provision for a systematic program of evaluation procedures to determine the degree of the student's attainment of competency. These evaluation procedures shall serve as the basis for recommending the student for credit toward the appropriate license.

5. Standard V, Supporting facilities and schedule: Each course shall be supported by plant, facilities, equipment, library, and media resources and shall include opportunities for field or laboratory experiences. Meeting time adequate to implement a scheduled course, including appropriate field and laboratory experiences, shall be provided.

6. Standard VI, Staff: Each course shall be staffed by instructors well-qualified by training and experience in the subject matter of the particular course area.

5:10-1B.4 Procedure for approving educational programs

(a) Any licensed institution of secondary or higher education may submit any credit or non-credit course for approval as a component of the educational programs required by N.J.A.C. 5:10-1B.3. The application shall be in letter form, be submitted at least 60 days prior to the first class session of the course and contain all the information specified herein.

(b) Each application shall be submitted in the name of the institution by a person authorized to do so. It shall contain the minimum information:

1. The name of the course or program;