

**WASHINGTON STATE DEPARTMENT OF LICENSING  
REAL ESTATE PROGRAMS  
EDUCATION UNIT**

# **FUNDAMENTALS OF HOME INSPECTION: CURRICULUM RUBRIC & COURSE EVALUATION TOOL**

**Updated: March 24, 2017**

Developed by Cathy Fromme, Ed.D, in conjunction with the Real Estate Programs Education Unit staff for the Washington State Department of Licensing.

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## ABOUT THIS DOCUMENT

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In Washington State, all Fundamentals of Home Inspection (Fundamentals) course curriculums must be approved prior to the course being offered. Course providers should submit Fundamentals course curriculums to the Department of Licensing's (DOL) Home Inspector Program well in advance of the course start date. It may take up to forty-five (45) business days to complete the course curriculum approval process.

The following include the submission requirements for Fundamentals course curriculum approval:

1. A Home Inspector Course Approval Application
2. A course curriculum and/or syllabus
3. Any text, handouts, and other instructional materials.
4. A final examination and answer key, minimum 200 questions.
5. A seventy-five dollar (\$75) check payable to Department of Licensing

General instructions regarding Fundamentals course curriculum approval is available at:

<http://www.dol.wa.gov/business/homeinspectors/hicourseapp.html>.

Please also note that all Fundamentals courses must be offered in classroom format per RCW 18.280.070(2).

Once a Fundamentals course curriculum has been submitted for approval, it is evaluated by a home inspection subject matter expert (SME) evaluators utilizing the Curriculum Rubric & Course Evaluation Tool (Rubric). Based on the Rubric ratings, the Fundamentals course curriculum is either approved or denied for delivery.

The Rubric provides DOL and SME evaluators with a means of determining the quality of a Fundamentals course curriculum submission. The Rubric is also intended to provide a common language for DOL and SME evaluators to draw on during the submission evaluation process.

The criteria and several indicators of quality are provided for each sub-objective of the Fundamentals course curriculum application.<sup>1</sup> A course curriculum that sufficiently addresses the required sub-objectives will score either a "Meets" or "Exceeds" for that sub-objective.

It should be noted that a sub-objective scoring an "Exceeds" is exemplary and exceeds the expectations of the evaluators.

A Fundamentals sub-objective scoring a "Partially Meets" would only partially meet the expectation, and scoring a "Does Not Meet" signifies that the sub-objective does not meet the

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<sup>1</sup>Education Objectives XXXX are evaluated in total because the sub-objectives within these objectives do not contain components.

expectation.

**Providing quality Fundamentals courses that produce knowledgeable and competent home inspectors, in part, depends on a Fundamentals course curriculum with complete and comprehensive topic coverage. Therefore, in order to receive approval, a Fundamentals course curriculum application must maintain a “Meets” rating in all sub-objectives.**

Before being assigned to SME evaluators, Fundamentals course curriculum applications will be reviewed for completeness by the DOL Real Estate Education Program staff. For this reason, the actual course approval application is not evaluated as a part of the Rubric, as its contents are administrative in nature. However, though not evaluated, the Fundamentals course curriculum course presentation outline (hourly breakdown) is transposed in the Hourly Breakdown Alignment Tool (p. 6) to assist SME evaluators in determining the course curriculum’s alignment to the Washington State Fundamentals of Home Inspection Course Curriculum.

# RUBRIC RATING CHARACTERISTICS

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To ensure consistency and subject matter expert (SME) evaluator reliability, a proposed Fundamentals of Home Inspection (Fundamentals) course curriculum course curriculum is evaluated against the Curriculum Rubric & Course Evaluation Tool (Rubric). In general, the following definitions guide all SME evaluator ratings.

## **Exceeds**

Thorough, compelling, complete, and comprehensive topic coverage ratio and sequencing of the Washington State Fundamentals of Home Inspection Course Curriculum required topic areas, related objectives, and sub-objectives.

Demonstrates a sophisticated understanding of the course requirements and capacity to provide instruction.

## **Meets**

Clear and complete topic coverage of all aspects of the Washington State Fundamentals of Home Inspection Course Curriculum Required Topic Area and required topic areas, related objectives, and sub-objectives.

Demonstrates understanding of the course requirements.

## **Partially Meets**

Presents partial and insufficient details on topic coverage for some or all aspects of the Washington State Fundamentals of Home Inspection Course Curriculum required topic areas, related objectives, and sub-objectives.

Demonstrates limited understanding of the course requirements.

## **Does Not Meet**

Provides little or no evidence of topic coverage of the Washington State Fundamentals of Home Inspection Course Curriculum required topic areas, related objectives, and sub-objectives

Demonstrates little understanding of the course requirements.

# **HOURLY BREAKDOWN ALIGNMENT TOOL**

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DOL Recommended Hourly Breakdown		Proposed Course Curriculum Breakdown	
Topic Area/Educational Objective	Hours	Topic Area/Educational Objective	Hours
<b>Topic Area I: Building Science</b>	<b>78.5</b>		
Educational Objective 1: Site Conditions	4		
Educational Objective 2: Exterior Components	2		
Educational Objective 3: Roofing	4		
Educational Objective 4: Structural System	8.5		
Educational Objective 5: Electrical System	13.5		
Educational Objective 6: Cooling Systems	5		
Educational Objective 7: Heating Systems	7		
Educational Objective 8: Insulation, Moisture Management, and Ventilation Systems	9		
Educational Objective 9: Plumbing Systems	8		
Educational Objective 10: Interior Components	5		
Educational Objective 11: Fireplace and Chimney Systems	5		
Educational Objective 12: Permanently Installed Kitchen Appliances	2		
Educational Objective 13: Pool and Spa Systems	2.5		
Educational Objective 14: Lawn Irrigation Systems	1		
Educational Objective 15: Alternative Construction Methods	1		
Educational Objective 16: Environmental Conditions and Hazardous Materials	1		
<b>Topic Area II: Analysis and Reporting</b>	<b>28.5</b>		
Educational Objective 1: Building Systems and Components	7		
Educational Objective 2: Inspection Methods and Limitations	7		
Educational Objective 3: Defective and Nonfunctioning Systems and Components	8.5		
Educational Objective 4: Recommendations for Correction	6		
<b>Topic Area III: Business Operations</b>	<b>13</b>		
Educational Objective 1: Elements of the Written Inspection Contract	7		
Educational Objective 2: Responsibilities to the Client	6		



# **RUBRIC FOR REQUIRED TOPIC AREA I: BUILDING SCIENCE**

# EDUCATIONAL OBJECTIVE 1: SITE CONDITIONS

Sub-Objective: a. Vegetation, Grading, drainage, and Retaining Walls			
Ranking			
<i>Does Not Meet</i>	<i>Partially Meets</i>	<i>Meets</i>	<i>Exceeds</i>
<p>The proposed Fundamentals course curriculum provides <b>little and/or no evidence</b> of topic coverage for the required components in:</p> <p>a. Vegetation, Grading, Drainage, and Retaining Walls</p>	<p>The proposed Fundamentals course curriculum <b>partially and/or minimally</b> outlines the required topic coverage. The proposed curriculum has some <b>and/or insufficient coverage</b> of the components in:</p> <p>a. Vegetation, Grading, Drainage, and Retaining Walls</p>	<p>The proposed Fundamentals course curriculum <b>clearly</b> describes and has <b>complete coverage</b> of the components in:</p> <p>a. Vegetation, Grading, Drainage, and Retaining Walls</p> <ul style="list-style-type: none"> <li>i. Common retaining wall types, materials, applications, installation methods, construction techniques, and clearance requirements</li> <li>ii. Common grading and drainage system types, materials, applications, installation methods, and construction techniques</li> <li>iii. Typical defects (e.g., negative grade, site drainage problems)</li> <li>iv. Typical vegetation and landscape conditions, maintenance practices, and how they affect the building</li> <li>v. Maintenance concerns and procedures</li> <li>vi. Safety issues, applicable standards, and appropriate terminology</li> </ul>	<p>The proposed Fundamentals course curriculum <b>convincingly demonstrates</b> a sophisticated understanding of the curriculum requirements as demonstrated in the <b>description</b> and the <b>complete</b> and <b>comprehensive coverage</b> of the component in:</p> <p>a. Vegetation, Grading, Drainage, and Retaining Walls</p>
<p><b>Reviewer Rating:</b>    <input type="checkbox"/> <i>Does Not Meet</i>    <input type="checkbox"/> <i>Partially Meets</i>    <input type="checkbox"/> <i>Meets</i>    <input type="checkbox"/> <i>Exceeds</i></p>			
<p><b>Reviewer Comments:</b></p>			

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<b>Sub-Objective: b. Driveways, Patios, and Walkways</b>			
<b>Ranking</b>			
<i>Does Not Meet</i>	<i>Partially Meets</i>	<i>Meets</i>	<i>Exceeds</i>
<p>The proposed Fundamentals course curriculum provides <b>little and/or no evidence</b> of topic coverage for the required components in:</p> <p>b. Driveways, Patios, and Walkways</p>	<p>The proposed Fundamentals course curriculum <b>partially and/or minimally</b> outlines the required topic coverage. The proposed curriculum has some <b>and/or insufficient coverage</b> of the components in:</p> <p>b. Driveways, Patios, and Walkways</p>	<p>The proposed Fundamentals course curriculum <b>clearly</b> describes and has <b>complete coverage</b> of the components in:</p> <p>b. Driveways, Patios, and Walkways</p> <ul style="list-style-type: none"> <li>i. Common types, materials, applications, installation methods, and construction techniques</li> <li>ii. Typical defects (e.g., root damage, trip hazards)</li> <li>iii. Maintenance concerns and procedures</li> <li>vii. Safety issues, applicable standards, and appropriate terminology</li> </ul>	<p>The proposed Fundamentals course curriculum <b>convincingly demonstrates</b> a sophisticated understanding of the curriculum requirements as demonstrated in the <b>description</b> and the <b>complete</b> and <b>comprehensive coverage</b> of the component in:</p> <p>b. Driveways, Patios, and Walkways</p>
<p><b>Reviewer Rating:</b>    <input type="checkbox"/> <i>Does Not Meet</i>    <input type="checkbox"/> <i>Partially Meets</i>    <input type="checkbox"/> <i>Meets</i>    <input type="checkbox"/> <i>Exceeds</i></p>			
<p><b>Reviewer Comments:</b></p>			

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<b>Sub-Objective: c. Decks, Balconies, Stoops, Stairs, Steps, Porches, &amp; Applicable Railings</b>			
<b>Ranking</b>			
<i>Does Not Meet</i>	<i>Partially Meets</i>	<i>Meets</i>	<i>Exceeds</i>
<p>The proposed Fundamentals course curriculum provides <b>little and/or no evidence</b> of topic coverage for the required components in:</p> <p>c. Decks, Balconies, Stoops, Stairs, Steps, Porches, &amp; Applicable Railings</p>	<p>The proposed Fundamentals course curriculum <b>partially and/or minimally</b> outlines the required topic coverage. The proposed curriculum has some <b>and/or insufficient coverage</b> of the components in:</p> <p>c. Decks, Balconies, Stoops, Stairs, Steps, Porches, &amp; Applicable Railings</p>	<p>The proposed Fundamentals course curriculum <b>clearly</b> describes and has <b>complete coverage</b> of the components in:</p> <p>c. Decks, Balconies, Stoops, Stairs, Steps, Porches, &amp; Applicable Railings</p> <ul style="list-style-type: none"> <li>i. Common types, materials, applications, installation methods, and construction techniques</li> <li>ii. Attachment methods (e.g., lag screws, bolts, web joists, TGI joists, cantilevered flooring)</li> <li>iii. Deck load to grade transfer theory (e.g., deck to joist to girder to post to grade)</li> <li>iv. Typical defects (e.g., flashing, railings, decayed wood, results of deferred maintenance)</li> <li>v. Maintenance/design concerns and procedures</li> <li>vi. Safety issues, applicable standards, and appropriate terminology</li> </ul>	<p>The proposed Fundamentals course curriculum <b>convincingly demonstrates</b> a sophisticated understanding of the curriculum requirements as demonstrated in the <b>description</b> and the <b>complete</b> and <b>comprehensive coverage</b> of the component in:</p> <p>c. Decks, Balconies, Stoops, Stairs, Steps, Porches, &amp; Applicable Railings</p>
<p><b>Reviewer Rating:</b>    <input type="checkbox"/> <i>Does Not Meet</i>    <input type="checkbox"/> <i>Partially Meets</i>    <input type="checkbox"/> <i>Meets</i>    <input type="checkbox"/> <i>Exceeds</i></p>			
<p><b>Reviewer Comments:</b></p>			

# EDUCATIONAL OBJECTIVE 2: EXTERIOR COMPONENTS

Sub-Objective: a. Wall Cladding, Flashing, Trim, Eaves, Soffits, and Fascia			
Ranking			
<i>Does Not Meet</i>	<i>Partially Meets</i>	<i>Meets</i>	<i>Exceeds</i>
<p>The proposed Fundamentals course curriculum provides <b>little and/or no evidence</b> of topic coverage for the required components in:</p> <p>a. Wall Cladding, Flashing, Trim, Eaves, Soffits, and Fascia</p>	<p>The proposed Fundamentals course curriculum <b>partially and/or minimally</b> outlines the required topic coverage. The proposed curriculum has some <b>and/or insufficient coverage</b> of the components in:</p> <p>a. Wall Cladding, Flashing, Trim, Eaves, Soffits, and Fascia</p>	<p>The proposed Fundamentals course curriculum <b>clearly</b> describes and has <b>complete coverage</b> of the components in:</p> <p>a. Wall Cladding, Flashing, Trim, Eaves, Soffits, and Fascia</p> <ul style="list-style-type: none"> <li>i. Common types (e.g., stucco, composite siding, aluminum and vinyl cladding, SIPs, EIFS, step flashing)</li> <li>ii. Typical defects (e.g., cracking, improper installation, water infiltration, decay)</li> <li>iii. Maintenance concerns and procedures</li> <li>iv. Safety issues, applicable standards, and appropriate terminology</li> </ul>	<p>The proposed Fundamentals course curriculum <b>convincingly demonstrates</b> a sophisticated understanding of the curriculum requirements as demonstrated in the <b>description</b> and the <b>complete and comprehensive coverage</b> of the component in:</p> <p>a. Wall Cladding, Flashing, Trim, Eaves, Soffits, and Fascia</p>
<p><b>Reviewer Rating:</b>    <input type="checkbox"/> <i>Does Not Meet</i>    <input type="checkbox"/> <i>Partially Meets</i>    <input type="checkbox"/> <i>Meets</i>    <input type="checkbox"/> <i>Exceeds</i></p>			
<p><b>Reviewer Comments:</b></p>			

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<b>Sub-Objective: b. Exterior Doors and Windows</b>			
<b>Ranking</b>			
<i>Does Not Meet</i>	<i>Partially Meets</i>	<i>Meets</i>	<i>Exceeds</i>
<p>The proposed Fundamentals course curriculum provides <b>little and/or no evidence</b> of topic coverage for the required components in:</p> <p>b. Exterior Doors and Windows</p>	<p>The proposed Fundamentals course curriculum <b>partially and/or minimally</b> outlines the required topic coverage. The proposed curriculum has some <b>and/or insufficient coverage</b> of the components in:</p> <p>b. Exterior Doors and Windows</p>	<p>The proposed Fundamentals course curriculum <b>clearly</b> describes and has <b>complete coverage</b> of the components in:</p> <p>b. Exterior Doors and Windows</p> <ul style="list-style-type: none"> <li>i. Common door and window types, materials, applications, installation methods, and construction techniques</li> <li>ii. Typical defects (e.g., delaminating, decayed wood, thermal seal failure, flashings, cracked glass)</li> <li>iii. Maintenance concerns and procedures</li> <li>iv. safety issues, applicable standards, appropriate terminology</li> </ul>	<p>The proposed Fundamentals course curriculum <b>convincingly demonstrates</b> a sophisticated understanding of the curriculum requirements as demonstrated in the <b>description</b> and the <b>complete</b> and <b>comprehensive coverage</b> of the component in:</p> <p>b. Exterior Doors and Windows</p>
<p><b>Reviewer Rating:</b>    <input type="checkbox"/> <i>Does Not Meet</i>    <input type="checkbox"/> <i>Partially Meets</i>    <input type="checkbox"/> <i>Meets</i>    <input type="checkbox"/> <i>Exceeds</i></p>			
<p><b>Reviewer Comments:</b></p>			

# EDUCATIONAL OBJECTIVE 3: ROOFING

Sub-Objective: a. Roof Coverings			
Ranking			
<i>Does Not Meet</i>	<i>Partially Meets</i>	<i>Meets</i>	<i>Exceeds</i>
<p>The proposed Fundamentals course curriculum provides <b>little and/or no evidence</b> of topic coverage for the required components in:</p> <p>a. Roof Coverings</p>	<p>The proposed Fundamentals course curriculum <b>partially and/or minimally</b> outlines the required topic coverage. The proposed curriculum has some <b>and/or insufficient coverage</b> of the components in:</p> <p>a. Roof Coverings</p>	<p>The proposed Fundamentals course curriculum <b>clearly</b> describes and has <b>complete coverage</b> of the components in:</p> <p>a. Roof Coverings</p> <ul style="list-style-type: none"> <li>i. Common roof-covering types, materials, applications, installation methods, and construction techniques requirements</li> <li>ii. Typical roof covering repair methods and materials</li> <li>iii. Typical defects (e.g., improper installation, cracking, curling, deterioration, damage)</li> <li>iv. Characteristics of different roofing materials</li> <li>v. Sheathing and underlayment requirements for different types of roof coverings</li> <li>vi. Maintenance concerns and procedures</li> <li>vii. Safety issues, applicable standards, and appropriate terminology</li> </ul>	<p>The proposed Fundamentals course curriculum <b>convincingly demonstrates</b> a sophisticated understanding of the curriculum requirements as demonstrated in the <b>description</b> and the <b>complete</b> and <b>comprehensive coverage</b> of the component in:</p> <p>a. Roof Coverings</p>
<p><b>Reviewer Rating:</b>    <input type="checkbox"/> <i>Does Not Meet</i>    <input type="checkbox"/> <i>Partially Meets</i>    <input type="checkbox"/> <i>Meets</i>    <input type="checkbox"/> <i>Exceeds</i></p>			
<p><b>Reviewer Comments:</b></p>			

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Sub-Objective: b. Roof Drainage Systems			
Ranking			
<i>Does Not Meet</i>	<i>Partially Meets</i>	<i>Meets</i>	<i>Exceeds</i>
<p>The proposed Fundamentals course curriculum provides <b>little and/or no evidence</b> of topic coverage for the required components in:</p> <p>b. Roof Drainage Systems</p>	<p>The proposed Fundamentals course curriculum <b>partially and/or minimally</b> outlines the required topic coverage. The proposed curriculum has some <b>and/or insufficient coverage</b> of the components in:</p> <p>b. Roof Drainage Systems</p>	<p>The proposed Fundamentals course curriculum <b>clearly</b> describes and has <b>complete coverage</b> of the components in:</p> <p>b. Roof Drainage Systems</p> <ul style="list-style-type: none"> <li>i. Common drainage system types, materials, applications, installation methods, and construction techniques (e.g., slope, gutters, roof drains, scuppers)</li> <li>ii. Typical modifications, repairs, upgrades, and retrofits methods and materials</li> <li>iii. Typical defects (e.g., ponding, improper slopes, clogging/leaking, disposal of roof water runoff)</li> <li>iv. Maintenance concerns and procedures</li> <li>v. Safety issues, applicable standards, &amp; appropriate terminology</li> </ul>	<p>The proposed Fundamentals course curriculum <b>convincingly demonstrates</b> a sophisticated understanding of the curriculum requirements as demonstrated in the <b>description</b> and the <b>complete</b> and <b>comprehensive coverage</b> of the component in:</p> <p>b. Roof Drainage Systems</p>
<p><b>Reviewer Rating:</b>    <input type="checkbox"/> <i>Does Not Meet</i>    <input type="checkbox"/> <i>Partially Meets</i>    <input type="checkbox"/> <i>Meets</i>    <input type="checkbox"/> <i>Exceeds</i></p>			
<p><b>Reviewer Comments:</b></p>			



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<b>Sub-Objective: c. Flashings</b>			
<b>Ranking</b>			
<i>Does Not Meet</i>	<i>Partially Meets</i>	<i>Meets</i>	<i>Exceeds</i>
<p>The proposed Fundamentals course curriculum provides <b>little and/or no evidence</b> of topic coverage for the required components in:</p> <p>c. Flashings</p>	<p>The proposed Fundamentals course curriculum <b>partially and/or minimally</b> outlines the required topic coverage. The proposed curriculum has some <b>and/or insufficient coverage</b> of the components in:</p> <p>c. Flashings</p>	<p>The proposed Fundamentals course curriculum <b>clearly</b> describes and has <b>complete coverage</b> of the components in:</p> <p>c. Flashings</p> <ul style="list-style-type: none"> <li>i. Common types, materials purpose, applications, installation methods, and construction techniques</li> <li>ii. Typical defects (e.g., separation, corrosion, improper installation, missing flashing)</li> <li>iii. Maintenance concerns and procedures</li> <li>iv. Safety issues, applicable standards, &amp; appropriate terminology</li> </ul>	<p>The proposed Fundamentals course curriculum <b>convincingly demonstrates</b> a sophisticated understanding of the curriculum requirements as demonstrated in the <b>description</b> and the <b>complete</b> and <b>comprehensive coverage</b> of the component in:</p> <p>c. Flashings</p>
<p><b>Reviewer Rating:</b>    <input type="checkbox"/> <i>Does Not Meet</i>    <input type="checkbox"/> <i>Partially Meets</i>    <input type="checkbox"/> <i>Meets</i>    <input type="checkbox"/> <i>Exceeds</i></p>			
<p><b>Reviewer Comments:</b></p>			

<b>Sub-Objective: d. Skylights and other Roof Penetrations</b>			
<b>Ranking</b>			
<i>Does Not Meet</i>	<i>Partially Meets</i>	<i>Meets</i>	<i>Exceeds</i>
<p>The proposed Fundamentals course curriculum provides <b>little and/or no evidence</b> of topic coverage for the required components in:</p> <p>d. Skylights and other Roof Penetrations</p>	<p>The proposed Fundamentals course curriculum <b>partially and/or minimally</b> outlines the required topic coverage. The proposed curriculum has some <b>and/or insufficient coverage</b> of the components in:</p> <p>d. Skylights and other Roof Penetrations</p>	<p>The proposed Fundamentals course curriculum <b>clearly</b> describes and has <b>complete coverage</b> of the components in:</p> <p>d. Skylights and Other Roof Penetrations</p> <ul style="list-style-type: none"> <li>i. Common skylight and other roof penetration types, materials, applications, installation methods, &amp; construction techniques</li> <li>ii. Typical defects (e.g., cracked glazing, improper installation, deterioration, failure, faulty flashing)</li> <li>iii. Maintenance concerns and procedures safety issues, applicable standards, and appropriate terminology</li> </ul>	<p>The proposed Fundamentals course curriculum <b>convincingly demonstrates</b> a sophisticated understanding of the curriculum requirements as demonstrated in the <b>description</b> and the <b>complete</b> and <b>comprehensive coverage</b> of the component in:</p> <p>d. Skylights and Other Roof Penetrations</p>
<p><b>Reviewer Rating:</b>    <input type="checkbox"/> <i>Does Not Meet</i>    <input type="checkbox"/> <i>Partially Meets</i>    <input type="checkbox"/> <i>Meets</i>    <input type="checkbox"/> <i>Exceeds</i></p>			
<p><b>Reviewer Comments:</b></p>			

# EDUCATIONAL OBJECTIVE 4: STRUCTURAL SYSTEMS

Sub-Objective: a. Foundation			
Ranking			
<i>Does Not Meet</i>	<i>Partially Meets</i>	<i>Meets</i>	<i>Exceeds</i>
<p>The proposed Fundamentals course curriculum provides <b>little and/or no evidence</b> of topic coverage for the required components in:</p> <p>a. Foundation</p>	<p>The proposed Fundamentals course curriculum <b>partially and/or minimally</b> outlines the required topic coverage. The proposed curriculum has some <b>and/or insufficient coverage</b> of the components in:</p> <p>a. Foundation</p>	<p>The proposed Fundamentals course curriculum <b>clearly</b> describes and has <b>complete coverage</b> of the components in:</p> <p>a. Foundation</p> <ul style="list-style-type: none"> <li>i. Common foundation types, materials, applications, installation methods, and construction techniques</li> <li>ii. Typical foundation system modifications, repairs, upgrades and retrofits, methods and materials</li> <li>iii. Typical defects (e.g., cracks, settlement, decomposition, failed damp-proofing) and their common causes and effects.</li> <li>iv. Soil types &amp; conditions and how they affect foundation types</li> <li>v. Applied forces and how they affect foundation systems (e.g., wind, seismic, loads)</li> <li>vi. Safety issues, applicable standards, &amp; appropriate terminology</li> <li>vii. Water management (e.g., grading, foundation drains, sumps)</li> </ul>	<p>The proposed Fundamentals course curriculum <b>convincingly demonstrates</b> a sophisticated understanding of the curriculum requirements as demonstrated in the <b>description</b> and the <b>complete</b> and <b>comprehensive coverage</b> of the component in:</p> <p>e. Foundation</p>
<p><b>Reviewer Rating:</b>    <input type="checkbox"/> <i>Does Not Meet</i>    <input type="checkbox"/> <i>Partially Meets</i>    <input type="checkbox"/> <i>Meets</i>    <input type="checkbox"/> <i>Exceeds</i></p>			
<p><b>Reviewer Comments:</b></p>			

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<b>Sub-Objective: b. Floor Structure</b>			
<b>Ranking</b>			
<i>Does Not Meet</i>	<i>Partially Meets</i>	<i>Meets</i>	<i>Exceeds</i>
<p>The proposed Fundamentals course curriculum provides <b>little and/or no evidence</b> of topic coverage for the required components in:</p> <p>b. Floor Structure</p>	<p>The proposed Fundamentals course curriculum <b>partially and/or minimally</b> outlines the required topic coverage. The proposed curriculum has some <b>and/or insufficient coverage</b> of the components in:</p> <p>b. Floor Structure</p>	<p>The proposed Fundamentals course curriculum <b>clearly</b> describes and has <b>complete coverage</b> of the components in:</p> <p>b. Floor Structure</p> <ul style="list-style-type: none"> <li>i. Common floor system types (e.g., trusses, joists, concrete slabs), materials, applications, installation methods, and construction techniques</li> <li>ii. Typical modifications, repairs, upgrades and retrofits, methods and materials</li> <li>iii. Typical defects (e.g., improper cuts and notches in structural members, decayed or damaged structural members, effects of long-term loading and/or bearing &amp; environmental exposure)</li> <li>iv. Limitations of framing materials (e.g., span)</li> <li>v. Applied forces and how they affect floor systems (e.g., wind, seismic, loads)</li> <li>vi. Safety issues, applicable standards, &amp; appropriate terminology</li> </ul>	<p>The proposed Fundamentals course curriculum <b>convincingly demonstrates</b> a sophisticated understanding of the curriculum requirements as demonstrated in the <b>description</b> and the <b>complete</b> and <b>comprehensive coverage</b> of the component in:</p> <p>b. Floor Structure</p>
<p><b>Reviewer Rating:</b>    <input type="checkbox"/> <i>Does Not Meet</i>    <input type="checkbox"/> <i>Partially Meets</i>    <input type="checkbox"/> <i>Meets</i>    <input type="checkbox"/> <i>Exceeds</i></p>			
<p><b>Reviewer Comments:</b></p>			

Sub-Objective: c. Walls and Vertical Support Structures			
Ranking			
<i>Does Not Meet</i>	<i>Partially Meets</i>	<i>Meets</i>	<i>Exceeds</i>
<p>The proposed Fundamentals course curriculum provides <b>little and/or no evidence</b> of topic coverage for the required components in:</p> <p>c. Walls and Vertical Support Structures</p>	<p>The proposed Fundamentals course curriculum <b>partially and/or minimally</b> outlines the required topic coverage. The proposed curriculum has some <b>and/or insufficient coverage</b> of the components in:</p> <p>c. Walls and Vertical Support Structures</p>	<p>The proposed Fundamentals course curriculum <b>clearly</b> describes and has <b>complete coverage</b> of the components in:</p> <p>c. Walls and Vertical Support Structures</p> <ul style="list-style-type: none"> <li>i. Common types, materials, applications, installation methods, and construction techniques</li> <li>ii. Typical modifications, repairs, upgrades and retrofits, methods and materials</li> <li>iii. Typical defects (e.g., decayed or damaged structural members, earth to wood contact, structural deformation)</li> <li>iv. Seismic and wind-resistant construction methods and hardware</li> <li>v. Fire blocking and fire walls</li> <li>vi. Safety issues, applicable standards, &amp; appropriate terminology</li> </ul>	<p>The proposed Fundamentals course curriculum <b>convincingly demonstrates</b> a sophisticated understanding of the curriculum requirements as demonstrated in the <b>description</b> and the <b>complete</b> and <b>comprehensive coverage</b> of the component in:</p> <p>c. Walls and Vertical Support Structures</p>
<p><b>Reviewer Rating:</b>    <input type="checkbox"/> <i>Does Not Meet</i>    <input type="checkbox"/> <i>Partially Meets</i>    <input type="checkbox"/> <i>Meets</i>    <input type="checkbox"/> <i>Exceeds</i></p>			
<p><b>Reviewer Comments:</b></p>			

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Sub-Objective: d. Roof and Ceiling Structures			
Ranking			
Does Not Meet	Partially Meets	Meets	Exceeds
<p>The proposed Fundamentals course curriculum provides <b>little and/or no evidence</b> of topic coverage for the required components in:</p> <p>d. Roof and Ceiling Structures</p>	<p>The proposed Fundamentals course curriculum <b>partially and/or minimally</b> outlines the required topic coverage. The proposed curriculum has some <b>and/or insufficient coverage</b> of the components in:</p> <p>d. Roof and Ceiling Structures</p>	<p>The proposed Fundamentals course curriculum <b>clearly</b> describes and has <b>complete coverage</b> of the components in:</p> <p>d. Roof and Ceiling Structures</p> <ul style="list-style-type: none"> <li>i. Common roof and ceiling structure types, materials, applications, installation methods, and construction techniques</li> <li>ii. Typical roof structure modifications, repairs, upgrades and retrofits, methods and materials</li> <li>iii. Acceptable truss and ceiling structural-member modifications, repairs, upgrades, and retrofits methods and materials</li> <li>iv. Roof and ceiling structure conditions and defects (e.g., moisture stains, fungal/mold growth, sagging rafters, modified/damaged trusses, decayed or damaged structural members)</li> <li>v. Limitations of framing materials (e.g., span)</li> <li>vi. Applied forces and how they affect roof/ceiling structures (e.g., wind, seismic, loads)</li> <li>vii. Safety issues, applicable standards, and appropriate terminology</li> <li>viii. Seismic and wind-resistant construction and hardware</li> <li>ix. Maintenance concerns and procedures</li> </ul>	<p>The proposed Fundamentals course curriculum <b>convincingly demonstrates</b> a sophisticated understanding of the curriculum requirements as demonstrated in the <b>description</b> and the <b>complete</b> and <b>comprehensive coverage</b> of the component in:</p> <p>d. Roof and Ceiling Structures</p>
<p><b>Reviewer Rating:</b>    <input type="checkbox"/> <i>Does Not Meet</i>    <input type="checkbox"/> <i>Partially Meets</i>    <input type="checkbox"/> <i>Meets</i>    <input type="checkbox"/> <i>Exceeds</i></p>			
<p><b>Reviewer Comments:</b></p>			

# EDUCATIONAL OBJECTIVE 5: ELECTRICAL SYSTEM

<b>Sub-Objective: a. Electrical Service: Service Entrance, Service Lateral, Service Conductors, Service Equipment, and Service Grounding</b>			
<b>Ranking</b>			
<i>Does Not Meet</i>	<i>Partially Meets</i>	<i>Meets</i>	<i>Exceeds</i>
<p>The proposed Fundamentals course curriculum provides <b>little and/or no evidence</b> of topic coverage for the required components in:</p> <p>a. Electrical Service: Service Entrance, Service Lateral, Service Conductors, Service Equipment, and Service Grounding</p>	<p>The proposed Fundamentals course curriculum <b>partially and/or minimally</b> outlines the required topic coverage. The proposed curriculum has some <b>and/or insufficient coverage</b> of the components in:</p> <p>a. Electrical Service: Service Entrance, Service Lateral, Service Conductors, Service Equipment, and Service Grounding</p>	<p>The proposed Fundamentals course curriculum <b>clearly</b> describes and has <b>complete coverage</b> of the components in:</p> <p>a. Electrical Service: Service Entrance, Service Lateral, Service Conductors, Service Equipment, and Service Grounding</p> <ul style="list-style-type: none"> <li>i. Common types, materials, applications, installation methods, and construction techniques</li> <li>ii. Typical modifications, repairs, upgrades and retrofits, methods and materials</li> <li>iii. Typical defects (e.g., water and rust in panel equipment, height, deteriorated conductor sheathing)</li> <li>iv. Electrical service capacity</li> <li>v. Electrical service/system grounding and bonding</li> <li>vi. Maintenance concerns and procedures</li> <li>vii. Safety issues, applicable standards, and appropriate terminology</li> </ul>	<p>The proposed Fundamentals course curriculum <b>convincingly demonstrates</b> a sophisticated understanding of the curriculum requirements as demonstrated in the <b>description</b> and the <b>complete and comprehensive coverage</b> of the component in:</p> <p>a. Electrical Service: Service Entrance, Service Lateral, Service Conductors, Service Equipment, and Service Grounding</p>
<p><b>Reviewer Rating:</b>    <input type="checkbox"/> <i>Does Not Meet</i>    <input type="checkbox"/> <i>Partially Meets</i>    <input type="checkbox"/> <i>Meets</i>    <input type="checkbox"/> <i>Exceeds</i></p>			
<p><b>Reviewer Comments:</b></p>			

<b>Sub-Objective: b. Interior Components of Service Equipment and Sub-Panels</b>			
<b>Ranking</b>			
<i>Does Not Meet</i>	<i>Partially Meets</i>	<i>Meets</i>	<i>Exceeds</i>
<p>The proposed Fundamentals course curriculum provides <b>little and/or no evidence</b> of topic coverage for the required components in:</p> <p>b. Interior Components of Service Equipment and Sub-Panels</p>	<p>The proposed Fundamentals course curriculum <b>partially and/or minimally</b> outlines the required topic coverage. The proposed curriculum has some <b>and/or insufficient coverage</b> of the components in:</p> <p>b. Interior Components of Service Equipment and Sub-Panels</p>	<p>The proposed Fundamentals course curriculum <b>clearly</b> describes and has <b>complete coverage</b> of the components in:</p> <p>b. Interior Components of Service Equipment and Sub-Panels</p> <ul style="list-style-type: none"> <li>i. Common types, materials, applications, installation methods, and construction techniques</li> <li>ii. Typical modifications, repairs, upgrades and retrofits, methods and materials</li> <li>iii. Typical defects (e.g., un-bonded sub-panels, multiple-lugging/tapping, over-fusing)</li> <li>iv. Main disconnects</li> <li>v. Panel bonding</li> <li>vi. Proper sub-panel installations</li> <li>vii. Proper sub-panel neutral isolation</li> <li>viii. Panel wiring</li> <li>ix. Over-current protection devices</li> <li>x. Function of circuit breakers and fuses</li> <li>xi. Maintenance concerns and procedures</li> <li>xii. Inspection safety procedures</li> <li>xiii. Safety issues, applicable standards, and appropriate terminology</li> </ul>	<p>The proposed Fundamentals course curriculum <b>convincingly demonstrates</b> a sophisticated understanding of the curriculum requirements as demonstrated in the <b>description</b> and the <b>complete</b> and <b>comprehensive coverage</b> of the component in:</p> <p>b. Interior Components of Service Equipment and Sub-Panels</p>
<p><b>Reviewer Rating:</b>      <input type="checkbox"/> <i>Does Not Meet</i>      <input type="checkbox"/> <i>Partially Meets</i>      <input type="checkbox"/> <i>Meets</i>      <input type="checkbox"/> <i>Exceeds</i></p>			
<p><b>Reviewer Comments:</b></p>			



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<b>Sub-Objective: c. Wiring Systems</b>			
<b>Ranking</b>			
<i>Does Not Meet</i>	<i>Partially Meets</i>	<i>Meets</i>	<i>Exceeds</i>
<p>The proposed Fundamentals course curriculum provides <b>little and/or no evidence</b> of topic coverage for the required components in:</p> <p>c. Wiring Systems</p>	<p>The proposed Fundamentals course curriculum <b>partially and/or minimally</b> outlines the required topic coverage. The proposed curriculum has some <b>and/or insufficient coverage</b> of the components in:</p> <p>c. Wiring Systems</p>	<p>The proposed Fundamentals course curriculum <b>clearly</b> describes and has <b>complete coverage</b> of the components in:</p> <p>c. Wiring Systems</p> <ul style="list-style-type: none"> <li>i. Common types, materials, applications, &amp; installation methods</li> <li>ii. Typical modifications, repairs, upgrades and retrofits, methods and materials</li> <li>iii. Typical defects (e.g., open splices, exposed non-metallic cable)</li> <li>iv. Problems with aluminum wire</li> <li>v. Obsolete electrical wiring systems (e.g., knob &amp; tube wiring)</li> <li>vi. Maintenance concerns and procedures</li> <li>vii. Safety issues, applicable standards, and appropriate terminology</li> </ul>	<p>The proposed Fundamentals course curriculum <b>convincingly demonstrates</b> a sophisticated understanding of the curriculum requirements as demonstrated in the <b>description</b> and the <b>complete</b> and <b>comprehensive coverage</b> of the component in:</p> <p>c. Wiring Systems</p>
<p><b>Reviewer Rating:</b>    <input type="checkbox"/> <i>Does Not Meet</i>    <input type="checkbox"/> <i>Partially Meets</i>    <input type="checkbox"/> <i>Meets</i>    <input type="checkbox"/> <i>Exceeds</i></p>			
<p><b>Reviewer Comments:</b></p>			

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Sub-Objective: b. Devices, Equipment, & Fixtures (e.g., switches, receptacles, lights)			
Ranking			
Does Not Meet	Partially Meets	Meets	Exceeds
<p>The proposed Fundamentals course curriculum provides <b>little and/or no evidence</b> of topic coverage for the required components in:</p> <p>d. Devices, Equipment, &amp; Fixtures (e.g., switches, receptacles, lights)</p>	<p>The proposed Fundamentals course curriculum <b>partially and/or minimally</b> outlines the required topic coverage. The proposed curriculum has some <b>and/or insufficient coverage</b> of the components in:</p> <p>d. Devices, Equipment, &amp; Fixtures (e.g., switches, receptacles, lights)</p>	<p>The proposed Fundamentals course curriculum <b>clearly</b> describes and has <b>complete coverage</b> of the components in:</p> <p>d. Devices, Equipment, &amp; Fixtures (e.g., switches, receptacles, lights)</p> <ul style="list-style-type: none"> <li>i. Common types, materials, applications, installation methods, and construction techniques</li> <li>ii. Typical modifications, repairs, upgrades and retrofits, methods and materials</li> <li>iii. Typical defects (e.g., reverse polarity, open grounds, faulty GFCIs)</li> <li>iv. Equipment bonding</li> <li>v. Wiring, operation, location of typical devices and equipment (e.g., receptacles and lights, appliances, GFCI protection, AFCI protection)</li> <li>vi. Maintenance concerns and procedures</li> <li>vii. Safety issues, applicable</li> </ul>	<p>The proposed Fundamentals course curriculum <b>convincingly demonstrates</b> a sophisticated understanding of the curriculum requirements as demonstrated in the <b>description</b> and the <b>complete</b> and <b>comprehensive coverage</b> of the component in:</p> <p>d. Devices, Equipment, &amp; Fixtures (e.g., switches, receptacles, lights)</p>
<p><b>Reviewer Rating:</b>    <input type="checkbox"/> <i>Does Not Meet</i>    <input type="checkbox"/> <i>Partially Meets</i>    <input type="checkbox"/> <i>Meets</i>    <input type="checkbox"/> <i>Exceeds</i></p>			
<p><b>Reviewer Comments:</b></p>			

# EDUCATIONAL OBJECTIVE 6: COOLING SYSTEMS

Sub-Objective: a. Cooling			
Ranking			
<i>Does Not Meet</i>	<i>Partially Meets</i>	<i>Meets</i>	<i>Exceeds</i>
<p>The proposed Fundamentals course curriculum provides <b>little and/or no evidence</b> of topic coverage for the required components in:</p> <p>a. Cooling</p>	<p>The proposed Fundamentals course curriculum <b>partially and/or minimally</b> outlines the required topic coverage. The proposed curriculum has some <b>and/or insufficient coverage</b> of the components in:</p> <p>a. Cooling</p>	<p>The proposed Fundamentals course curriculum <b>clearly</b> describes and has <b>complete coverage</b> of the components in:</p> <p>a. Cooling</p> <ul style="list-style-type: none"> <li>i. Common types, materials, applications, installation methods, and construction techniques</li> <li>ii. Typical defects (e.g., vacuum line insulation missing, condensation and/or rust on components, not cooling properly, un-level condenser, frost/ice formation on location of condensing unit)</li> <li>iii. Theory of refrigerant cycle(latent and sensible heat)</li> <li>iv. Theory of heat transfer</li> <li>v. Theory of equipment sizing</li> <li>vi. Air conditioning and heat pumps</li> <li>vii. Methods of testing the systems</li> <li>viii. Condensate control and disposal</li> <li>ix. Maintenance concerns and procedures</li> <li>x. Safety issues, applicable standards, &amp; appropriate terminology</li> </ul>	<p>The proposed Fundamentals course curriculum <b>convincingly demonstrates</b> a sophisticated understanding of the curriculum requirements as demonstrated in the <b>description</b> and the <b>complete</b> and <b>comprehensive coverage</b> of the component in:</p> <p>a. Cooling</p>
<p>Reviewer Rating:    <input type="checkbox"/> <i>Does Not Meet</i>    <input type="checkbox"/> <i>Partially Meets</i>    <input type="checkbox"/> <i>Meets</i>    <input type="checkbox"/> <i>Exceeds</i></p>			
<p>Reviewer Comments:</p>			

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<b>Sub-Objective: b. Distribution Systems</b>			
<b>Ranking</b>			
<i>Does Not Meet</i>	<i>Partially Meets</i>	<i>Meets</i>	<i>Exceeds</i>
<p>The proposed Fundamentals course curriculum provides <b>little and/or no evidence</b> of topic coverage for the required components in:</p> <p>b. Distribution Systems</p>	<p>The proposed Fundamentals course curriculum <b>partially and/or minimally</b> outlines the required topic coverage. The proposed curriculum has some <b>and/or insufficient coverage</b> of the components in:</p> <p>b. Distribution Systems</p>	<p>The proposed Fundamentals course curriculum <b>clearly</b> describes and has <b>complete coverage</b> of the components in:</p> <p>b. Distribution Systems</p> <ul style="list-style-type: none"> <li>i. Common distribution system types, materials, applications, installation methods, and construction techniques registers,</li> <li>ii. Typical defects (damaged ducts, incorrect configuration/installation, insufficient air flow, condensation at supply registers, blower operation, and improper air temperature at register)</li> <li>iii. Methods of testing the system</li> <li>iv. Maintenance concerns and procedures (e.g. filter, humidifier)</li> <li>v. Safety issues, applicable standards, &amp; appropriate terminology</li> </ul>	<p>The proposed Fundamentals course curriculum <b>convincingly demonstrates</b> a sophisticated understanding of the curriculum requirements as demonstrated in the <b>description</b> and the <b>complete</b> and <b>comprehensive coverage</b> of the component in:</p> <p>b. Distribution Systems</p>
<p><b>Reviewer Rating:</b>      <input type="checkbox"/> <i>Does Not Meet</i>      <input type="checkbox"/> <i>Partially Meets</i>      <input type="checkbox"/> <i>Meets</i>      <input type="checkbox"/> <i>Exceeds</i></p>			
<p><b>Reviewer Comments:</b></p>			

# EDUCATIONAL OBJECTIVE 7: HEATING SYSTEMS

Sub-Objective: b. Distribution Systems			
Ranking			
<i>Does Not Meet</i>	<i>Partially Meets</i>	<i>Meets</i>	<i>Exceeds</i>
<p>The proposed Fundamentals course curriculum provides <b>little and/or no evidence</b> of topic coverage for the required components in:</p> <p>a. Heating</p>	<p>The proposed Fundamentals course curriculum <b>partially and/or minimally</b> outlines the required topic coverage. The proposed curriculum has some <b>and/or insufficient coverage</b> of the components in:</p> <p>a. Heating</p>	<p>The proposed Fundamentals course curriculum <b>clearly</b> describes and has <b>complete coverage</b> of the components in:</p> <p>a. Heating</p> <ul style="list-style-type: none"> <li>i. Common types, materials, applications, installation methods, and construction techniques</li> <li>ii. Typical defects (e.g., cracked heat exchanger, humidifier, dirty fan, improper fuel line installation/material)</li> <li>iii. Theory of heat transfer and how it takes place in different heating system types</li> <li>iv. Heating system types (e.g., forced draft, gravity, boiler, hydronic, heat pump, solid fuel)</li> <li>v. Theory of equipment sizing</li> <li>vi. Methods of testing the systems</li> <li>vii. Performance parameters</li> <li>viii. Condensate control and disposal</li> <li>ix. By-products of combustion (e.g., H<sub>2</sub>O, CO<sub>2</sub>, CO, NO<sub>2</sub>), their generation, &amp; how &amp; when they become a safety hazard</li> <li>x. Maintenance concerns and procedures</li> <li>xi. Safety issues, applicable standards, and appropriate terminology</li> </ul>	<p>The proposed Fundamentals course curriculum <b>convincingly demonstrates</b> a sophisticated understanding of the curriculum requirements as demonstrated in the <b>description</b> and the <b>complete</b> and <b>comprehensive coverage</b> of the component in:</p> <p>a. Heating</p>
<p><b>Reviewer Rating:</b>    <input type="checkbox"/> <i>Does Not Meet</i>    <input type="checkbox"/> <i>Partially Meets</i>    <input type="checkbox"/> <i>Meets</i>    <input type="checkbox"/> <i>Exceeds</i></p>			
<p><b>Reviewer Comments:</b></p>			

<b>Sub-Objective: b. Distribution Systems</b>			
<b>Ranking</b>			
<i>Does Not Meet</i>	<i>Partially Meets</i>	<i>Meets</i>	<i>Exceeds</i>
<p>The proposed Fundamentals course curriculum provides <b>little and/or no evidence</b> of topic coverage for the required components in:</p> <p>b. Distribution Systems</p>	<p>The proposed Fundamentals course curriculum <b>partially and/or minimally</b> outlines the required topic coverage. The proposed curriculum has some <b>and/or insufficient coverage</b> of the components in:</p> <p>b. Distribution Systems</p>	<p>The proposed Fundamentals course curriculum <b>clearly</b> describes and has <b>complete coverage</b> of the components in:</p> <p>b. Distribution Systems</p> <ul style="list-style-type: none"> <li>i. Common distribution system types, materials, applications, installation methods, and construction techniques</li> <li>ii. Typical defects (e.g., damaged ducts, incorrect configuration/ installation, insufficient airflow, blower operation, and improper air temperature at register)</li> <li>iii. Methods of testing the system</li> <li>iv. Maintenance concerns and procedures (e.g., filter, humidifier)</li> <li>v. Safety issues, applicable standards, &amp; appropriate terminology</li> </ul>	<p>The proposed Fundamentals course curriculum <b>convincingly demonstrates</b> a sophisticated understanding of the curriculum requirements as demonstrated in the <b>description</b> and the <b>complete</b> and <b>comprehensive coverage</b> of the component in:</p> <p>b. Distribution Systems</p>
<p><b>Reviewer Rating:</b>    <input type="checkbox"/> <i>Does Not Meet</i>    <input type="checkbox"/> <i>Partially Meets</i>    <input type="checkbox"/> <i>Meets</i>    <input type="checkbox"/> <i>Exceeds</i></p>			
<p><b>Reviewer Comments:</b></p>			

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<b>Sub-Objective: c. Flue and Venting Systems</b>			
<b>Ranking</b>			
<i>Does Not Meet</i>	<i>Partially Meets</i>	<i>Meets</i>	<i>Exceeds</i>
<p>The proposed Fundamentals course curriculum provides <b>little and/or no evidence</b> of topic coverage for the required components in:</p> <p>c. Flue and Venting Systems</p>	<p>The proposed Fundamentals course curriculum <b>partially and/or minimally</b> outlines the required topic coverage. The proposed curriculum has some <b>and/or insufficient coverage</b> of the components in:</p> <p>c. Flue and Venting Systems</p>	<p>The proposed Fundamentals course curriculum <b>clearly</b> describes and has <b>complete coverage</b> of the components in:</p> <p>c. Flue and Venting Systems</p> <ul style="list-style-type: none"> <li>i. Common venting system types, materials, applications, installation methods, and construction techniques</li> <li>ii. Typical defects (e.g., separated flue, back drafting, clearance to combustible materials, proper slope, combustion make-up air vent sizing and configuration)</li> <li>iii. Theory of venting and exhaust flues</li> <li>iv. Equipment sizing</li> <li>v. Safety issues, applicable standards, &amp; appropriate terminology</li> </ul>	<p>The proposed Fundamentals course curriculum <b>convincingly demonstrates</b> a sophisticated understanding of the curriculum requirements as demonstrated in the <b>description</b> and the <b>complete</b> and <b>comprehensive coverage</b> of the component in:</p> <p>c. Flue and Venting Systems</p>
<p><b>Reviewer Rating:</b>    <input type="checkbox"/> <i>Does Not Meet</i>    <input type="checkbox"/> <i>Partially Meets</i>    <input type="checkbox"/> <i>Meets</i>    <input type="checkbox"/> <i>Exceeds</i></p>			
<p><b>Reviewer Comments:</b></p>			

# EDUCATIONAL OBJECTIVE 8: INSULATION, MOISTURE MANAGEMENT, AND VENTILATION SYSTEMS

Sub-Objective: a. a. Thermal Insulation			
Ranking			
<i>Does Not Meet</i>	<i>Partially Meets</i>	<i>Meets</i>	<i>Exceeds</i>
<p>The proposed Fundamentals course curriculum provides <b>little and/or no evidence</b> of topic coverage for the required components in:</p> <p>a. Thermal Insulation</p>	<p>The proposed Fundamentals course curriculum <b>partially and/or minimally</b> outlines the required topic coverage. The proposed curriculum has some <b>and/or insufficient coverage</b> of the components in:</p> <p>a. Thermal Insulation</p>	<p>The proposed Fundamentals course curriculum <b>clearly</b> describes and has <b>complete coverage</b> of the components in:</p> <p>a. Thermal Insulation</p> <ul style="list-style-type: none"> <li>i. Common venting system types, materials, applications, installation methods, and construction techniques</li> <li>ii. Typical defects (e.g., separated flue, back drafting, clearance to combustible materials, proper slope, combustion make-up air vent sizing and configuration)</li> <li>iii. Theory of venting and exhaust flues</li> <li>iv. Equipment sizing</li> <li>v. Safety issues, applicable standards, &amp; appropriate terminology</li> </ul>	<p>The proposed Fundamentals course curriculum <b>convincingly demonstrates</b> a sophisticated understanding of the curriculum requirements as demonstrated in the <b>description</b> and the <b>complete and comprehensive coverage</b> of the component in:</p> <p>a. Thermal Insulation</p>
<p><b>Reviewer Rating:</b>    <input type="checkbox"/> <i>Does Not Meet</i>    <input type="checkbox"/> <i>Partially Meets</i>    <input type="checkbox"/> <i>Meets</i>    <input type="checkbox"/> <i>Exceeds</i></p>			
<p><b>Reviewer Comments:</b></p>			



<b>Sub-Objective: b. Moisture Management</b>			
<b>Ranking</b>			
<i>Does Not Meet</i>	<i>Partially Meets</i>	<i>Meets</i>	<i>Exceeds</i>
<p>The proposed Fundamentals course curriculum provides <b>little and/or no evidence</b> of topic coverage for the required components in:</p> <p>b. Moisture Management</p>	<p>The proposed Fundamentals course curriculum <b>partially and/or minimally</b> outlines the required topic coverage. The proposed curriculum has some <b>and/or insufficient coverage</b> of the components in:</p> <p>b. Moisture Management</p>	<p>The proposed Fundamentals course curriculum <b>clearly</b> describes and has <b>complete coverage</b> of the components in:</p> <p>b. Moisture Management</p> <ul style="list-style-type: none"> <li>i. Common vapor retarder types, materials, applications, installation methods, and construction techniques</li> <li>ii. Typical defects (e.g., inadequate ventilation, evidence of condensation)</li> <li>iii. Theory of moisture generation and movement</li> <li>iv. Performance parameters</li> <li>v. Vapor pressure and its effects</li> <li>vi. Theory of relative humidity</li> <li>vii. Effects of moisture on building components, occupants, and indoor air quality</li> <li>viii. Moisture control systems</li> <li>ix. Appearance or indications of excessive moisture and likely locations for condensation</li> <li>x. Maintenance concerns and procedures</li> <li>xi. Safety issues, applicable standards, &amp; appropriate terminology</li> </ul>	<p>The proposed Fundamentals course curriculum <b>convincingly demonstrates</b> a sophisticated understanding of the curriculum requirements as demonstrated in the <b>description</b> and the <b>complete</b> and <b>comprehensive coverage</b> of the component in:</p> <p>b. Moisture Management</p>
<p><b>Reviewer Rating:</b>      <input type="checkbox"/> <i>Does Not Meet</i>      <input type="checkbox"/> <i>Partially Meets</i>      <input type="checkbox"/> <i>Meets</i>      <input type="checkbox"/> <i>Exceeds</i></p>			
<p><b>Reviewer Comments:</b></p>			

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<b>Sub-Objective: c. Ventilation Systems</b>			
<b>Ranking</b>			
<i>Does Not Meet</i>	<i>Partially Meets</i>	<i>Meets</i>	<i>Exceeds</i>
<p>The proposed Fundamentals course curriculum provides <b>little and/or no evidence</b> of topic coverage for the required components in:</p> <p>c. Ventilation Systems</p>	<p>The proposed Fundamentals course curriculum <b>partially and/or minimally</b> outlines the required topic coverage. The proposed curriculum has some <b>and/or insufficient coverage</b> of the components in:</p> <p>c. Ventilation Systems</p>	<p>The proposed Fundamentals course curriculum <b>clearly</b> describes and has <b>complete coverage</b> of the components in:</p> <p>c. Ventilation Systems</p> <ul style="list-style-type: none"> <li>i. Common types, materials, applications, installation methods and construction techniques</li> <li>ii. Typical ventilation defects and how they affect buildings and people</li> <li>iii. Theory of air movement in building assemblies (e.g., conditioned vs. unconditioned, draft stopping)</li> <li>iv. Theory of relative humidity</li> <li>v. Interdependence of mechanical systems and ventilation systems</li> <li>vi. Whole house ventilation systems</li> <li>vii. HRVs and ERVs</li> <li>viii. Mechanical and passive ventilation systems of Attics, Crawl Spaces, and Roof Assemblies</li> <li>ix. Night sky radiational cooling and its impacts on attic spaces</li> <li>x. Appliance vent systems requirements (e.g., clothes dryers, range hoods, bathroom exhausts)</li> <li>xi. Screening, sizing, and location requirements for vent openings</li> <li>xii. Maintenance concerns and procedures</li> <li>xiii. Safety issues, applicable standards, &amp; appropriate terminology</li> </ul>	<p>The proposed Fundamentals course curriculum <b>convincingly demonstrates</b> a sophisticated understanding of the curriculum requirements as demonstrated in the <b>description</b> and the <b>complete</b> and <b>comprehensive coverage</b> of the component in:</p> <p>c. Ventilation Systems</p>
<p><b>Reviewer Rating:</b>    <input type="checkbox"/> <i>Does Not Meet</i>    <input type="checkbox"/> <i>Partially Meets</i>    <input type="checkbox"/> <i>Meets</i>    <input type="checkbox"/> <i>Exceeds</i></p>			
<p><b>Reviewer Comments:</b></p>			

# EDUCATIONAL OBJECTIVE 9: PLUMBING SYSTEMS

Sub-Objective: a. Water Supply Distribution System			
Ranking			
<i>Does Not Meet</i>	<i>Partially Meets</i>	<i>Meets</i>	<i>Exceeds</i>
<p>The proposed Fundamentals course curriculum provides <b>little and/or no evidence</b> of topic coverage for the required components in:</p> <p>a. Water Supply Distribution System</p>	<p>The proposed Fundamentals course curriculum <b>partially and/or minimally</b> outlines the required topic coverage. The proposed curriculum has some <b>and/or insufficient coverage</b> of the components in:</p> <p>a. Water Supply Distribution System</p>	<p>The proposed Fundamentals course curriculum <b>clearly</b> describes and has <b>complete coverage</b> of the components in:</p> <p>a. Water Supply Distribution System</p> <ul style="list-style-type: none"> <li>i. Common water distribution types, materials, applications, installation methods, and construction techniques</li> <li>ii. Typical modifications, repairs, upgrades, and retrofits methods and materials</li> <li>iii. Typical defects (e.g., cross-connection, back flow)</li> <li>iv. Common water pressure/functional flow problems and how they affect the water distribution system (e.g., softeners, private well equipment, hard water build-up, old galvanized piping, pressure reducer valves, expansion tanks)</li> <li>v. Pipe defect/deterioration issues (e.g., PVC, galvanized, brass, polybutylene, PEX)</li> <li>vi. Maintenance concerns and procedures</li> <li>vii. Safety issues, applicable standards, and appropriate terminology (e.g., understanding of term “functional flow”)</li> </ul>	<p>The proposed Fundamentals course curriculum <b>convincingly demonstrates</b> a sophisticated understanding of the curriculum requirements as demonstrated in the <b>description</b> and the <b>complete</b> and <b>comprehensive coverage</b> of the component in:</p> <p>a. Water Supply Distribution System</p>
<p><b>Reviewer Rating:</b>    <input type="checkbox"/> <i>Does Not Meet</i>    <input type="checkbox"/> <i>Partially Meets</i>    <input type="checkbox"/> <i>Meets</i>    <input type="checkbox"/> <i>Exceeds</i></p>			
<p><b>Reviewer Comments:</b></p>			

<b>Sub-Objective: b. Fixtures and Faucets</b>			
<b>Ranking</b>			
<i>Does Not Meet</i>	<i>Partially Meets</i>	<i>Meets</i>	<i>Exceeds</i>
<p>The proposed Fundamentals course curriculum provides <b>little and/or no evidence</b> of topic coverage for the required components in:</p> <p>b. Fixtures and Faucets</p>	<p>The proposed Fundamentals course curriculum <b>partially and/or minimally</b> outlines the required topic coverage. The proposed curriculum has some <b>and/or insufficient coverage</b> of the components in:</p> <p>b. Fixtures and Faucets</p>	<p>The proposed Fundamentals course curriculum <b>clearly</b> describes and has <b>complete coverage</b> of the components in:</p> <p>b. Fixtures and Faucets</p> <ul style="list-style-type: none"> <li>i. Common fixture and faucet types, materials, applications, installation methods, and construction techniques</li> <li>ii. Typical modifications, repairs, upgrades, and retrofits methods and materials</li> <li>iii. Typical defects (e.g., cross-connection/back-flow, fixture attachment)</li> <li>iv. Maintenance concerns and procedures</li> <li>v. Safety issues, applicable standards, &amp; appropriate terminology</li> </ul>	<p>The proposed Fundamentals course curriculum <b>convincingly demonstrates</b> a sophisticated understanding of the curriculum requirements as demonstrated in the <b>description</b> and the <b>complete</b> and <b>comprehensive coverage</b> of the component in:</p> <p>b. Fixtures and Faucets</p>
<p><b>Reviewer Rating:</b>      <input type="checkbox"/> <i>Does Not Meet</i>      <input type="checkbox"/> <i>Partially Meets</i>      <input type="checkbox"/> <i>Meets</i>      <input type="checkbox"/> <i>Exceeds</i></p>			
<p><b>Reviewer Comments:</b></p>			

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Sub-Objective: c. Drain, Waste, and Vent Systems			
Ranking			
<i>Does Not Meet</i>	<i>Partially Meets</i>	<i>Meets</i>	<i>Exceeds</i>
<p>The proposed Fundamentals course curriculum provides <b>little and/or no evidence</b> of topic coverage for the required components in:</p> <p>c. Drain, Waste, and Vent Systems</p>	<p>The proposed Fundamentals course curriculum <b>partially and/or minimally</b> outlines the required topic coverage. The proposed curriculum has some <b>and/or insufficient coverage</b> of the components in:</p> <p>c. Drain, Waste, and Vent Systems</p>	<p>The proposed Fundamentals course curriculum <b>clearly</b> describes and has <b>complete coverage</b> of the components in:</p> <p>c. Drain, Waste, and Vent Systems</p> <ul style="list-style-type: none"> <li>i. Common types, materials, applications, installation methods, and construction techniques (e.g., supports/spacing)</li> <li>ii. Typical modifications, repairs, upgrades, &amp; retrofits methods and materials (e.g., joining dissimilar piping materials)</li> <li>iii. Theory and usage of traps and vents</li> <li>iv. Identification of public or private disposal (when possible)</li> <li>v. Typical defects (e.g., faulty installation, deterioration, leakage, defective venting or drain slope)</li> <li>vi. Maintenance concerns and procedures</li> <li>vii. Safety issues, applicable standards, and appropriate terminology (e.g., understanding of term “functional drainage”)</li> </ul>	<p>The proposed Fundamentals course curriculum <b>convincingly demonstrates</b> a sophisticated understanding of the curriculum requirements as demonstrated in the <b>description</b> and the <b>complete</b> and <b>comprehensive coverage</b> of the component in:</p> <p>c. Drain, Waste, and Vent Systems</p>
<p><b>Reviewer Rating:</b>      <input type="checkbox"/> <i>Does Not Meet</i>      <input type="checkbox"/> <i>Partially Meets</i>      <input type="checkbox"/> <i>Meets</i>      <input type="checkbox"/> <i>Exceeds</i></p>			
<p><b>Reviewer Comments:</b></p>			

<b>Sub-Objective: d. Water Heating Systems</b>			
<b>Ranking</b>			
<i>Does Not Meet</i>	<i>Partially Meets</i>	<i>Meets</i>	<i>Exceeds</i>
<p>The proposed Fundamentals course curriculum provides <b>little and/or no evidence</b> of topic coverage for the required components in:</p> <p>d. Water Heating Systems</p>	<p>The proposed Fundamentals course curriculum <b>partially and/or minimally</b> outlines the required topic coverage. The proposed curriculum has some <b>and/or insufficient coverage</b> of the components in:</p> <p>d. Water Heating Systems</p>	<p>The proposed Fundamentals course curriculum <b>clearly</b> describes and has <b>complete coverage</b> of the components in:</p> <p>d. Water Heating Systems</p> <ul style="list-style-type: none"> <li>i. Common types, materials, applications, installation methods, and construction techniques (e.g., conventional, instant, tankless, indirectly heated, atmospheric/gravity/induced draft)</li> <li>ii. Typical water heater defects (e.g., improper vent/flue materials and configuration, condition, unsafe locations, connections, compatible to fuel type, temperature and pressure relief system problems)</li> <li>iii. Accessory items (e.g., drain pans, seismic restraints, expansion tanks, recirculation systems)</li> <li>iv. Connections to and controls for energy source</li> <li>v. Combustion, make-up, and dilution air requirements</li> <li>vi. Maintenance concerns and procedures</li> <li>vii. Safety issues, applicable standards, and appropriate terminology</li> </ul>	<p>The proposed Fundamentals course curriculum <b>convincingly demonstrates</b> a sophisticated understanding of the curriculum requirements as demonstrated in the <b>description</b> and the <b>complete</b> and <b>comprehensive coverage</b> of the component in:</p> <p>d. Water Heating Systems</p>
<p><b>Reviewer Rating:</b>    <input type="checkbox"/> <i>Does Not Meet</i>    <input type="checkbox"/> <i>Partially Meets</i>    <input type="checkbox"/> <i>Meets</i>    <input type="checkbox"/> <i>Exceeds</i></p>			
<p><b>Reviewer Comments:</b></p>			

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Sub-Objective: e. Fuel Storage and Fuel Distribution Systems			
Ranking			
<i>Does Not Meet</i>	<i>Partially Meets</i>	<i>Meets</i>	<i>Exceeds</i>
<p>The proposed Fundamentals course curriculum provides <b>little and/or no evidence</b> of topic coverage for the required components in:</p> <p>e. Fuel Storage and Fuel Distribution Systems</p>	<p>The proposed Fundamentals course curriculum <b>partially and/or minimally</b> outlines the required topic coverage. The proposed curriculum has some <b>and/or insufficient coverage</b> of the components in:</p> <p>e. Fuel Storage and Fuel Distribution Systems</p>	<p>The proposed Fundamentals course curriculum <b>clearly</b> describes and has <b>complete coverage</b> of the components in:</p> <p>e. Fuel Storage and Fuel Distribution Systems</p> <ul style="list-style-type: none"> <li>i. Common types, materials, applications, installation methods, and construction techniques</li> <li>ii. Typical defects (e.g., piping supports/spacing, shut-off requirements, unprotected fuel lines, leaking fuel fittings)</li> <li>iii. Defects in above-ground oil/gas storage tanks</li> <li>iv. Fuel leak indications, repairs, and remediation methods</li> <li>v. Basic components of gas appliance valves &amp; their functions</li> <li>vi. Tank restraints and supports</li> <li>vii. Underground storage tank indicators and reporting requirements</li> <li>viii. Maintenance concerns and procedures</li> </ul>	<p>The proposed Fundamentals course curriculum <b>convincingly demonstrates</b> a sophisticated understanding of the curriculum requirements as demonstrated in the <b>description</b> and the <b>complete</b> and <b>comprehensive coverage</b> of the component in:</p> <p>e. Fuel Storage and Fuel Distribution Systems</p>
<p><b>Reviewer Rating:</b>      <input type="checkbox"/> <i>Does Not Meet</i>      <input type="checkbox"/> <i>Partially Meets</i>      <input type="checkbox"/> <i>Meets</i>      <input type="checkbox"/> <i>Exceeds</i></p>			
<p><b>Reviewer Comments:</b></p>			

Sub-Objective: f. Safety issues, applicable standards, appropriate terminology, drainage sumps, sump pumps, sewage ejection pumps, related valves and piping			
Ranking			
Does Not Meet	Partially Meets	Meets	Exceeds
<p>The proposed Fundamentals course curriculum provides <b>little and/or no evidence</b> of topic coverage for the required components in:</p> <p>f. Safety issues, applicable standards, appropriate terminology, drainage sumps, sump pumps, sewage ejection pumps, related valves and piping</p>	<p>The proposed Fundamentals course curriculum <b>partially and/or minimally</b> outlines the required topic coverage. The proposed curriculum has some <b>and/or insufficient coverage</b> of the components in:</p> <p>f. Safety issues, applicable standards, appropriate terminology, drainage sumps, sump pumps, sewage ejection pumps, related valves and piping</p>	<p>The proposed Fundamentals course curriculum <b>clearly</b> describes and has <b>complete coverage</b> of the components in:</p> <p>f. Safety issues, applicable standards, appropriate terminology, drainage sumps, sump pumps, sewage ejection pumps, related valves and piping</p> <ul style="list-style-type: none"> <li>i. Common types, materials, applications, installation methods, and construction techniques</li> <li>ii. Typical defects (e.g., inoperative sump pumps, improperly installed/designed equipment and systems, alarms, lid seals)</li> <li>iii. Sump pump location significance</li> <li>iv. Pump discharge location significance</li> <li>v. Maintenance concerns and procedures</li> <li>vi. Safety issues, applicable standards, &amp; appropriate</li> </ul>	<p>The proposed Fundamentals course curriculum <b>convincingly demonstrates</b> a sophisticated understanding of the curriculum requirements as demonstrated in the <b>description</b> and the <b>complete</b> and <b>comprehensive coverage</b> of the component in:</p> <p>f. Safety issues, applicable standards, appropriate terminology, drainage sumps, sump pumps, sewage ejection pumps, related valves and piping</p>
<p><b>Reviewer Rating:</b>    <input type="checkbox"/> <i>Does Not Meet</i>    <input type="checkbox"/> <i>Partially Meets</i>    <input type="checkbox"/> <i>Meets</i>    <input type="checkbox"/> <i>Exceeds</i></p>			
<p><b>Reviewer Comments:</b></p>			



# EDUCATIONAL OBJECTIVE 10: INTERIOR COMPONENTS

Sub-Objective: a. Walls, Ceilings, Floors, Doors, and Windows, and other Interior System Components			
Ranking			
<i>Does Not Meet</i>	<i>Partially Meets</i>	<i>Meets</i>	<i>Exceeds</i>
<p>The proposed Fundamentals course curriculum provides <b>little and/or no evidence</b> of topic coverage for the required components in:</p> <p>a. Walls, Ceilings, Floors, Doors, and Windows, and other Interior System Components</p>	<p>The proposed Fundamentals course curriculum <b>partially and/or minimally</b> outlines the required topic coverage. The proposed curriculum has some <b>and/or insufficient coverage</b> of the components in:</p> <p>a. Walls, Ceilings, Floors, Doors, and Windows, and other Interior System Components</p>	<p>The proposed Fundamentals course curriculum <b>clearly</b> describes and has <b>complete coverage</b> of the components in:</p> <p>a. Walls, Ceilings, Floors, Doors, and Windows, and other Interior System Components</p> <ul style="list-style-type: none"> <li>i. Types of defects in interior surfaces not caused by defects in other systems (e.g., attachment defects, damage)</li> <li>ii. Typical defects in interior surfaces caused by defects in other systems (e.g., structural movement, moisture stains)</li> <li>iii. Common wall, ceiling, floor, door, and window type, materials, applications, installation methods and construction techniques</li> <li>iv. Egress requirements (e.g., window security bar release, basement windows, opening size, sill height, and ladders)</li> <li>v. Applicable fire/safety and occupancy separation requirements</li> <li>vi. Operation of windows or doors</li> <li>vii. Fire and life safety equipment (e.g., knowing when smoke/CO detectors are missing)</li> <li>viii. Maintenance concerns and procedures</li> <li>ix. Safety issues, applicable standards, and appropriate terminology of common wall, ceiling, floor, door, and window types, materials, applications, installation methods, and construction techniques</li> </ul>	<p>The proposed Fundamentals course curriculum <b>convincingly demonstrates</b> a sophisticated understanding of the curriculum requirements as demonstrated in the <b>description</b> and the <b>complete and comprehensive coverage</b> of the component in:</p> <p>a. Walls, Ceilings, Floors, Doors, and Windows, and other Interior System Components</p>
<p><b>Reviewer Rating:</b>    <input type="checkbox"/> <i>Does Not Meet</i>    <input type="checkbox"/> <i>Partially Meets</i>    <input type="checkbox"/> <i>Meets</i>    <input type="checkbox"/> <i>Exceeds</i></p>			
<p><b>Reviewer Comments:</b></p>			

<b>Sub-Objective: b. Steps, Stairways, Landings, and Railings</b>			
<b>Ranking</b>			
<i>Does Not Meet</i>	<i>Partially Meets</i>	<i>Meets</i>	<i>Exceeds</i>
<p>The proposed Fundamentals course curriculum provides <b>little and/or no evidence</b> of topic coverage for the required components in:</p> <p>b. Steps, Stairways, Landings, and Railings</p>	<p>The proposed Fundamentals course curriculum <b>partially and/or minimally</b> outlines the required topic coverage. The proposed curriculum has some <b>and/or insufficient coverage</b> of the components in:</p> <p>b. Steps, Stairways, Landings, and Railings</p>	<p>The proposed Fundamentals course curriculum <b>clearly</b> describes and has <b>complete coverage</b> of the components in:</p> <p>b. Steps, Stairways, Landings, and Railings</p> <ul style="list-style-type: none"> <li>i. Common step, stairway, landing, and railing types, materials, applications, installation methods, &amp; construction techniques</li> <li>ii. Maintenance concerns and procedures</li> <li>iii. Typical defects (e.g., loose/damage elements, improper rise/run, inadequate/omitted handrails)</li> <li>iv. Safety issues, applicable standards, &amp; appropriate terminology</li> </ul>	<p>The proposed Fundamentals course curriculum <b>convincingly demonstrates</b> a sophisticated understanding of the curriculum requirements as demonstrated in the <b>description</b> and the <b>complete</b> and <b>comprehensive coverage</b> of the component in:</p> <p>b. Steps, Stairways, Landings, and Railings</p>
<p><b>Reviewer Rating:</b>    <input type="checkbox"/> <i>Does Not Meet</i>    <input type="checkbox"/> <i>Partially Meets</i>    <input type="checkbox"/> <i>Meets</i>    <input type="checkbox"/> <i>Exceeds</i></p>			
<p><b>Reviewer Comments:</b></p>			

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Sub-Objective: c. Installed Countertops and Cabinets			
Ranking			
<i>Does Not Meet</i>	<i>Partially Meets</i>	<i>Meets</i>	<i>Exceeds</i>
<p>The proposed Fundamentals course curriculum provides <b>little and/or no evidence</b> of topic coverage for the required components in:</p> <p>c. Installed Countertops and Cabinets</p>	<p>The proposed Fundamentals course curriculum <b>partially and/or minimally</b> outlines the required topic coverage. The proposed curriculum has some <b>and/or insufficient coverage</b> of the components in:</p> <p>c. Installed Countertops and Cabinets</p>	<p>The proposed Fundamentals course curriculum <b>clearly</b> describes and has <b>complete coverage</b> of the components in:</p> <p>c. Steps, Stairways, Landings, and Railings</p> <ul style="list-style-type: none"> <li>i. Common cabinet and counter top types, materials, applications, installation methods, and construction techniques</li> <li>ii. Typical defects (e.g., unsecured cabinets and countertops, damaged components)</li> <li>iii. Maintenance concerns and procedures</li> <li>iv. Safety issues, applicable standards, &amp; appropriate terminology</li> </ul>	<p>The proposed Fundamentals course curriculum <b>convincingly demonstrates</b> a sophisticated understanding of the curriculum requirements as demonstrated in the <b>description</b> and the <b>complete</b> and <b>comprehensive coverage</b> of the component in:</p> <p>c. Installed Countertops and Cabinets</p>
<p><b>Reviewer Rating:</b>    <input type="checkbox"/> <i>Does Not Meet</i>    <input type="checkbox"/> <i>Partially Meets</i>    <input type="checkbox"/> <i>Meets</i>    <input type="checkbox"/> <i>Exceeds</i></p>			
<p><b>Reviewer Comments:</b></p>			

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Sub-Objective: d. Garage Vehicle Doors and Operators			
Ranking			
<i>Does Not Meet</i>	<i>Partially Meets</i>	<i>Meets</i>	<i>Exceeds</i>
<p>The proposed Fundamentals course curriculum provides <b>little and/or no evidence</b> of topic coverage for the required components in:</p> <p>d. Garage Vehicle Doors and Operators</p>	<p>The proposed Fundamentals course curriculum <b>partially and/or minimally</b> outlines the required topic coverage. The proposed curriculum has some <b>and/or insufficient coverage</b> of the components in:</p> <p>d. Garage Vehicle Doors and Operators</p>	<p>The proposed Fundamentals course curriculum <b>clearly</b> describes and has <b>complete coverage</b> of the components in:</p> <p>d. Garage Vehicle Doors and Operators</p> <ul style="list-style-type: none"> <li>i. Common garage vehicle doors and door operator types, materials, applications, installation methods, and construction techniques</li> <li>ii. Typical defects (e.g., damaged components, safety considerations, spring retention, opener adjustment)</li> <li>iii. Maintenance concerns and procedures</li> <li>iv. Safety issues, applicable standards, &amp; appropriate terminology</li> </ul>	<p>The proposed Fundamentals course curriculum <b>convincingly demonstrates</b> a sophisticated understanding of the curriculum requirements as demonstrated in the <b>description</b> and the <b>complete</b> and <b>comprehensive coverage</b> of the component in:</p> <p>d. Garage Vehicle Doors and Operators</p>
<p><b>Reviewer Rating:</b>    <input type="checkbox"/> <i>Does Not Meet</i>    <input type="checkbox"/> <i>Partially Meets</i>    <input type="checkbox"/> <i>Meets</i>    <input type="checkbox"/> <i>Exceeds</i></p>			
<p><b>Reviewer Comments:</b></p>			

# EDUCATIONAL OBJECTIVE 11: FIREPLACE AND CHIMNEY SYSTEMS

Sub-Objective: a. Fireplaces, Solid-Fuel Burning Appliances, Chimneys, & Vents			
Ranking			
Does Not Meet	Partially Meets	Meets	Exceeds
<p>The proposed Fundamentals course curriculum provides <b>little and/or no evidence</b> of topic coverage for the required components in:</p> <p>e. Fireplaces, Solid-Fuel Burning Appliances, Chimneys, &amp; Vents</p>	<p>The proposed Fundamentals course curriculum <b>partially and/or minimally</b> outlines the required topic coverage. The proposed curriculum has some <b>and/or insufficient coverage</b> of the components in:</p> <p>e. Fireplaces, Solid-Fuel Burning Appliances, Chimneys, &amp; Vents f.</p>	<p>The proposed Fundamentals course curriculum <b>clearly</b> describes and has <b>complete coverage</b> of the components in:</p> <p>e. Fireplaces, Solid-Fuel Burning Appliances, Chimneys, &amp; Vents</p> <ul style="list-style-type: none"> <li>i. Common manufactured fireplaces (e.g., gas, vented, direct vent, non-vented) &amp; solid-fuel burning appliance types, materials, applications, installation methods, &amp; construction techniques</li> <li>ii. Common manufactured fireplaces and solid-fuel burning appliance chimney, vent connector, and vent types, materials, applications, installation methods and construction techniques of direct-vent and non-vented fireplaces</li> <li>iii. Common masonry fireplace types, masonry flues, materials, applications, installation methods, &amp; construction techniques</li> <li>iv. Chimney terminations (e.g., spark arrestors, chimney cap)</li> <li>v. Chimney foundation, height and clearance requirements</li> <li>vi. Theory of heat transfer</li> <li>vii. Effects of moisture and excessive heat on fireplaces</li> <li>viii. Fuel types and combustion characteristics, air supply, and combustion air requirements</li> <li>ix. Typical defects (e.g., hearth defects, clearance requirements, firebox damage, damper problems, smoke chamber and flue issues, shared flue considerations)</li> </ul> <p><i>(continued on following page)</i></p>	<p>The proposed Fundamentals course curriculum <b>convincingly demonstrates</b> a sophisticated understanding of the curriculum requirements as demonstrated in the <b>description</b> and the <b>complete</b> and <b>comprehensive coverage</b> of the component in:</p> <p>e. Fireplaces, Solid-Fuel Burning Appliances, Chimneys, &amp; Vents</p>

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		<i>(continued from previous page)</i>  x. Operation of equipment, components, and accessories xi. Maintenance concerns and procedures xii. Safety issues, fire safety fundamentals, applicable standards, and appropriate terminology		
<b>Reviewer Rating:</b>	<input type="checkbox"/> <i>Does Not Meet</i>	<input type="checkbox"/> <i>Partially Meets</i>	<input type="checkbox"/> <i>Meets</i>	<input checked="" type="checkbox"/> <i>Exceeds</i>
<b>Reviewer Comments:</b>				

# EDUCATIONAL OBJECTIVE 12: PERMANENTLY INSTALLED KITCHEN APPLIANCES

Educational Objective 12: Permanently Installed Kitchen Appliances			
Ranking			
<i>Does Not Meet</i>	<i>Partially Meets</i>	<i>Meets</i>	<i>Exceeds</i>
<p>The proposed Fundamentals course curriculum provides <b>little and/or no evidence</b> of topic coverage for the required components in:</p> <p>Educational Objective 12: Permanently Installed Kitchen Appliances</p>	<p>The proposed Fundamentals course curriculum <b>partially and/or minimally</b> outlines the required topic coverage. The proposed curriculum has some <b>and/or insufficient coverage</b> of the components in:</p> <p>Educational Objective 12: Permanently Installed Kitchen Appliances</p>	<p>The proposed Fundamentals course curriculum <b>clearly</b> describes and has <b>complete coverage</b> of the components in:</p> <p>Educational Objective 12: Permanently Installed Kitchen Appliances</p> <ul style="list-style-type: none"> <li>a. Installation</li> <li>b. Operating using normal controls</li> <li>c. Typical defects (e.g., appliance not anchored/leveled, rusting racks, leaking unit, missing air gap)</li> <li>d. Maintenance concerns and procedures</li> <li>e. Safety issues, applicable standards, manufacturer's specifications, and appropriate terminology</li> </ul>	<p>The proposed Fundamentals course curriculum <b>convincingly demonstrates</b> a sophisticated understanding of the curriculum requirements as demonstrated in the <b>description</b> and the <b>complete</b> and <b>comprehensive coverage</b> of the component in:</p> <p>Educational Objective 12: Permanently Installed Kitchen Appliances</p>
<p><b>Reviewer Rating:</b>    <input type="checkbox"/> <i>Does Not Meet</i>    <input type="checkbox"/> <i>Partially Meets</i>    <input type="checkbox"/> <i>Meets</i>    <input type="checkbox"/> <i>Exceeds</i></p>			
<p><b>Reviewer Comments:</b></p>			

# EDUCATIONAL OBJECTIVE 13: POOL AND SPA SYSTEMS

Sub-Objective: a. Types of construction			
Ranking			
<i>Does Not Meet</i>	<i>Partially Meets</i>	<i>Meets</i>	<i>Exceeds</i>
<p>The proposed Fundamentals course curriculum provides <b>little and/or no evidence</b> of topic coverage for the required components in:</p> <p>a. Types of construction</p>	<p>The proposed Fundamentals course curriculum <b>partially and/or minimally</b> outlines the required topic coverage. The proposed curriculum has some <b>and/or insufficient coverage</b> of the components in:</p> <p>a. Types of construction</p>	<p>The proposed Fundamentals course curriculum <b>clearly</b> describes and has <b>complete coverage</b> of the components in:</p> <p>a. Types of construction</p> <ul style="list-style-type: none"> <li>i. Perimeter coping and water level finish</li> <li>ii. Shell interior finish (e.g., plaster, vinyl, pebble/synthetic)</li> <li>iii. Entrapment prevention (e.g., dual drains, anti-vortex lid)</li> <li>iv. Permanently installed handrails and ladders</li> </ul>	<p>The proposed Fundamentals course curriculum <b>convincingly demonstrates</b> a sophisticated understanding of the curriculum requirements as demonstrated in the <b>description</b> and the <b>complete</b> and <b>comprehensive coverage</b> of the component in:</p> <p>a. Types of construction</p>
<p><b>Reviewer Rating:</b>    <input type="checkbox"/> <i>Does Not Meet</i>    <input type="checkbox"/> <i>Partially Meets</i>    <input type="checkbox"/> <i>Meets</i>    <input type="checkbox"/> <i>Exceeds</i></p>			
<p><b>Reviewer Comments:</b></p>			



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<b>Sub-Objective: b. Mechanical systems</b>			
<b>Ranking</b>			
<i>Does Not Meet</i>	<i>Partially Meets</i>	<i>Meets</i>	<i>Exceeds</i>
<p>The proposed Fundamentals course curriculum provides <b>little and/or no evidence</b> of topic coverage for the required components in:</p> <p>b. Mechanical systems</p>	<p>The proposed Fundamentals course curriculum <b>partially and/or minimally</b> outlines the required topic coverage. The proposed curriculum has some <b>and/or insufficient coverage</b> of the components in:</p> <p>b. Mechanical systems</p>	<p>The proposed Fundamentals course curriculum <b>clearly</b> describes and has <b>complete coverage</b> of the components in:</p> <p>b. Mechanical systems</p> <ul style="list-style-type: none"> <li>i. Pump, motors, blowers, skimmer, filter, drains, gauges</li> <li>ii. Piping and valves</li> <li>iii. Cleaning systems (e.g., in-floor heads, pool sweeps)</li> <li>iv. Heating (e.g., gas, electric, solar)</li> </ul>	<p>The proposed Fundamentals course curriculum <b>convincingly demonstrates</b> a sophisticated understanding of the curriculum requirements as demonstrated in the <b>description</b> and the <b>complete</b> and <b>comprehensive coverage</b> of the component in:</p> <p>b. Mechanical systems</p>
<p><b>Reviewer Rating:</b>    <input type="checkbox"/> <i>Does Not Meet</i>    <input type="checkbox"/> <i>Partially Meets</i>    <input type="checkbox"/> <i>Meets</i>    <input type="checkbox"/> <i>Exceeds</i></p>			
<p><b>Reviewer Comments:</b></p>			

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<b>Sub-Objective: c. Electrical systems</b>			
<b>Ranking</b>			
<i>Does Not Meet</i>	<i>Partially Meets</i>	<i>Meets</i>	<i>Exceeds</i>
<p>The proposed Fundamentals course curriculum provides <b>little and/or no evidence</b> of topic coverage for the required components in:</p> <p>c. Mechanical systems</p>	<p>The proposed Fundamentals course curriculum <b>partially and/or minimally</b> outlines the required topic coverage. The proposed curriculum has some <b>and/or insufficient coverage</b> of the components in:</p> <p>c. Mechanical systems</p>	<p>The proposed Fundamentals course curriculum <b>clearly</b> describes and has <b>complete coverage</b> of the components in:</p> <p>c. Mechanical systems                      i. Lighting and GFCI protection                      ii. Timers and controls                      iii. External bonding (e.g., pump motors, blowers, heater shell)</p>	<p>The proposed Fundamentals course curriculum <b>convincingly demonstrates</b> a sophisticated understanding of the curriculum requirements as demonstrated in the <b>description</b> and the <b>complete</b> and <b>comprehensive coverage</b> of the component in:</p> <p>c. Mechanical systems</p>
<p><b>Reviewer Rating:</b>    <input type="checkbox"/> <i>Does Not Meet</i>    <input type="checkbox"/> <i>Partially Meets</i>    <input type="checkbox"/> <i>Meets</i>    <input type="checkbox"/> <i>Exceeds</i></p>			
<p><b>Reviewer Comments:</b></p>			

<p><b>Sub-Objectives:</b></p> <ul style="list-style-type: none"> <li><b>d. Typical defects (e.g., inoperative equipment, piping leaks, damage/deterioration of components)</b></li> <li><b>e. Maintenance concerns and procedures</b></li> <li><b>f. Safety issues (e.g., child-safe barriers or components), applicable standards, and appropriate terminology</b></li> </ul>			
<p><b>Ranking</b></p>			
<p><i><b>Does Not Meet</b></i></p>	<p><i><b>Partially Meets</b></i></p>	<p><i><b>Meets</b></i></p>	<p><i><b>Exceeds</b></i></p>
<p>The proposed Fundamentals course curriculum provides <b>little and/or no evidence</b> of topic coverage for the required components in:</p> <ul style="list-style-type: none"> <li>d. Typical defects (e.g., inoperative equipment, piping leaks, damage/deterioration of components)</li> <li>e. Maintenance concerns and procedures</li> <li>f. Safety issues (e.g., child-safe barriers or components), applicable standards, and appropriate terminology</li> </ul>	<p>The proposed Fundamentals course curriculum <b>partially and/or minimally</b> outlines the required topic coverage. The proposed curriculum has some <b>and/or insufficient coverage</b> of the components in:</p> <ul style="list-style-type: none"> <li>d. Typical defects (e.g., inoperative equipment, piping leaks, damage/deterioration of components)</li> <li>e. Maintenance concerns and procedures</li> <li>f. Safety issues (e.g., child-safe barriers or components), applicable standards, and appropriate terminology</li> </ul>	<p>The proposed Fundamentals course curriculum <b>clearly</b> describes and has <b>complete coverage</b> of the components in:</p> <ul style="list-style-type: none"> <li>d. Typical defects (e.g., inoperative equipment, piping leaks, damage/deterioration of components)</li> <li>e. Maintenance concerns and procedures</li> <li>f. Safety issues (e.g., child-safe barriers or components), applicable standards, and appropriate terminology</li> </ul>	<p>The proposed Fundamentals course curriculum <b>convincingly demonstrates</b> a sophisticated understanding of the curriculum requirements as demonstrated in the <b>description</b> and the <b>complete and comprehensive coverage</b> of the component in:</p> <ul style="list-style-type: none"> <li>d. Typical defects (e.g., inoperative equipment, piping leaks, damage/deterioration of components)</li> <li>e. Maintenance concerns and procedures</li> <li>f. Safety issues (e.g., child-safe barriers or components), applicable standards, and appropriate terminology</li> </ul>
<p><b>Reviewer Rating:</b>    <input type="checkbox"/> <i>Does Not Meet</i>    <input type="checkbox"/> <i>Partially Meets</i>    <input type="checkbox"/> <i>Meets</i>    <input type="checkbox"/> <i>Exceeds</i></p>			
<p><b>Reviewer Comments:</b></p>          			

# EDUCATIONAL OBJECTIVE 14: LAWN IRRIGATION SYSTEMS

Sub-Objective: a. Common material types, applications, installation methods, and construction techniques			
Ranking			
<i>Does Not Meet</i>	<i>Partially Meets</i>	<i>Meets</i>	<i>Exceeds</i>
<p>The proposed Fundamentals course curriculum provides <b>little and/or no evidence</b> of topic coverage for the required components in:</p> <p>a. Common material types, applications, installation methods, and construction techniques</p>	<p>The proposed Fundamentals course curriculum <b>partially and/or minimally</b> outlines the required topic coverage. The proposed curriculum has some <b>and/or insufficient coverage</b> of the components in:</p> <p>a. Common material types, applications, installation methods, and construction techniques</p>	<p>The proposed Fundamentals course curriculum <b>clearly</b> describes and has <b>complete coverage</b> of the components in:</p> <p>a. Common material types, applications, installation methods, and construction techniques</p> <ul style="list-style-type: none"> <li>i. Typical modifications, repairs, upgrades and retrofits, methods and materials</li> <li>ii. Timers and controls (e.g., timing device, manual valves)</li> <li>iii. Typical defects (e.g., leaks, poor adjustment, inoperative components, cross-connection/back flow, proximity and possible effects on building)</li> <li>iv. Common water pressure/flow problems and how they affect the water distribution system</li> <li>v. Visible and accessible pipe deterioration issues (e.g., PVC, galvanized, brass)</li> <li>vi. Maintenance concerns and procedures</li> <li>vii. Safety issues, applicable standards, and appropriate terminology</li> </ul>	<p>The proposed Fundamentals course curriculum <b>convincingly demonstrates</b> a sophisticated understanding of the curriculum requirements as demonstrated in the <b>description</b> and the <b>complete and comprehensive coverage</b> of the component in:</p> <p>a. Common material types, applications, installation methods, and construction techniques</p>
<p><b>Reviewer Rating:</b>    <input type="checkbox"/> <i>Does Not Meet</i>    <input type="checkbox"/> <i>Partially Meets</i>    <input type="checkbox"/> <i>Meets</i>    <input type="checkbox"/> <i>Exceeds</i></p>			
<p><b>Reviewer Comments:</b></p>			

# EDUCATIONAL OBJECTIVE 15: ALTERNATIVE CONSTRUCTION METHODS

Educational Objective 15: Alternative Construction Methods			
Ranking			
<i>Does Not Meet</i>	<i>Partially Meets</i>	<i>Meets</i>	<i>Exceeds</i>
<p>The proposed Fundamentals course curriculum provides <b>little and/or no evidence</b> of topic coverage for the required components in:</p> <p>Educational Objective 15: Alternative Construction Methods</p>	<p>The proposed Fundamentals course curriculum <b>partially and/or minimally</b> outlines the required topic coverage. The proposed curriculum has some <b>and/or insufficient coverage</b> of the components in:</p> <p>Educational Objective 15: Alternative Construction Methods</p>	<p>The proposed Fundamentals course curriculum <b>clearly</b> describes and has <b>complete coverage</b> of the components in:</p> <p>Educational Objective 15: Alternative Construction Methods</p> <ul style="list-style-type: none"> <li>a. The differences between conventionally built homes and modular and manufactured homes and understand inspection issues commonly encountered with modular and manufactured homes.</li> <li>b. Insulated concrete form (ICF) systems are and how to recognize and inspect them.</li> <li>c. Inspection issues unique to milled log versus hand-scribed log homes.</li> <li>d. Structural insulated panel systems (SIPS) and their unique inspection issues.</li> <li>e. Other types of uncommon construction techniques.</li> <li>f. And explain deficiencies of these structures and components to the client using language the client can understand.</li> <li>g. How to properly describe these structures and components and report their deficiencies in the written report.</li> </ul>	<p>The proposed Fundamentals course curriculum <b>convincingly demonstrates</b> a sophisticated understanding of the curriculum requirements as demonstrated in the <b>description</b> and the <b>complete and comprehensive coverage</b> of the component in:</p> <ul style="list-style-type: none"> <li>g. Types of construction</li> </ul>
<p><b>Reviewer Rating:</b>    <input type="checkbox"/> <i>Does Not Meet</i>    <input type="checkbox"/> <i>Partially Meets</i>    <input type="checkbox"/> <i>Meets</i>    <input type="checkbox"/> <i>Exceeds</i></p>			
<p><b>Reviewer Comments:</b></p>			

# EDUCATIONAL OBJECTIVE 16: ENVIRONMENTAL CONDITIONS AND HAZARDOUS MATERIALS

Educational Objective 16: Environmental Conditions and Hazardous Materials			
Ranking			
<i>Does Not Meet</i>	<i>Partially Meets</i>	<i>Meets</i>	<i>Exceeds</i>
<p>The proposed Fundamentals course curriculum provides <b>little and/or no evidence</b> of topic coverage for the required components in:</p> <p>Educational Objective 16: Environmental Conditions and Hazardous Materials</p>	<p>The proposed Fundamentals course curriculum <b>partially and/or minimally</b> outlines the required topic coverage. The proposed curriculum has some <b>and/or insufficient coverage</b> of the components in:</p> <p>Educational Objective 16: Environmental Conditions and Hazardous Materials</p>	<p>The proposed Fundamentals course curriculum <b>clearly</b> describes and has <b>complete coverage</b> of the components in:</p> <p>Educational Objective 16: Environmental Conditions and Hazardous Materials</p> <ul style="list-style-type: none"> <li>a. What radon gas is, what the “hot” spots are in Washington State and how and when to report the presence of radon gas.</li> <li>b. Rules that apply to abandoned underground oil storage tanks (UST) under Washington State Law.</li> <li>c. What mold is and what factors contribute to the formation and spread of mold in residential construction.</li> <li>d. What asbestos is, the potential health implications of its presence in homes, what materials commonly contain asbestos fiber and what constitutes friable asbestos.</li> <li>e. What lead is and what materials in a home commonly contain lead.</li> <li>f. Hazards associated with exposure to other environmental conditions or hazardous materials, including but not limited to urea formaldehyde, electro-magnetic fields microwaves, etc.</li> <li>g. Intelligently answer the client’s questions about these issues or refer the client to an appropriate professional when the answers aren’t known.</li> </ul>	<p>The proposed Fundamentals course curriculum <b>convincingly demonstrates</b> a sophisticated understanding of the curriculum requirements as demonstrated in the <b>description</b> and the <b>complete and comprehensive coverage</b> of the component in:</p> <p>Educational Objective 16: Environmental Conditions and Hazardous Materials</p>
<p><b>Reviewer Rating:</b>    <input type="checkbox"/> <i>Does Not Meet</i>    <input type="checkbox"/> <i>Partially Meets</i>    <input type="checkbox"/> <i>Meets</i>    <input type="checkbox"/> <i>Exceeds</i></p>			
<p><b>Reviewer Comments:</b></p>			

# **RUBRIC FOR TOPIC AREA II: ANALYSIS AND REPORTING**

# EDUCATIONAL OBJECTIVE 1: BUILDING SYSTEMS AND COMPONENTS

Educational Objective 1: Building Systems and Components			
Ranking			
<i>Does Not Meet</i>	<i>Partially Meets</i>	<i>Meets</i>	<i>Exceeds</i>
<p>The proposed Fundamentals course curriculum provides <b>little and/or no evidence</b> of topic coverage for the required components in:</p> <p>Educational Objective 1: Building Systems and Components</p>	<p>The proposed Fundamentals course curriculum <b>partially and/or minimally</b> outlines the required topic coverage. The proposed curriculum has some <b>and/or insufficient coverage</b> of the components in:</p> <p>Educational Objective 1: Building Systems and Components</p>	<p>The proposed Fundamentals course curriculum <b>clearly</b> describes and has <b>complete coverage</b> of the components in:</p> <p>Educational Objective 1: Building Systems and Components</p> <ul style="list-style-type: none"> <li>a. Minimum information required in an inspection report (e.g., property data, construction materials, installation techniques and procedures, locations of main system shutoffs)</li> <li>b. Describing the type of systems &amp; the location of system components</li> <li>c. Correct technical terms to describe systems and components of the building</li> </ul>	<p>The proposed Fundamentals course curriculum <b>convincingly demonstrates</b> a sophisticated understanding of the curriculum requirements as demonstrated in the <b>description</b> and the <b>complete and comprehensive coverage</b> of the component in:</p> <p>Educational Objective 1: Building Systems and Components</p>
<p><b>Reviewer Rating:</b>    <input type="checkbox"/> <i>Does Not Meet</i>    <input type="checkbox"/> <i>Partially Meets</i>    <input type="checkbox"/> <i>Meets</i>    <input type="checkbox"/> <i>Exceeds</i></p>			
<p><b>Reviewer Comments:</b></p>			



# EDUCATIONAL OBJECTIVE 2: INSPECTION METHODS AND LIMITATIONS

Educational Objective 2: Inspection Methods and Limitations			
Ranking			
<i>Does Not Meet</i>	<i>Partially Meets</i>	<i>Meets</i>	<i>Exceeds</i>
<p>The proposed Fundamentals course curriculum provides <b>little and/or no evidence</b> of topic coverage for the required components in:</p> <p>Educational Objective 2: Inspection Methods and Limitations</p>	<p>The proposed Fundamentals course curriculum <b>partially and/or minimally</b> outlines the required topic coverage. The proposed curriculum has some <b>and/or insufficient coverage</b> of the components in:</p> <p>Educational Objective 2: Inspection Methods and Limitations</p>	<p>The proposed Fundamentals course curriculum <b>clearly</b> describes and has <b>complete coverage</b> of the components in:</p> <p>Educational Objective 2: Inspection Methods and Limitations</p> <ul style="list-style-type: none"> <li>a. Minimum and critical information required in an inspection report (e.g., weather conditions, inspection safety limitations, components not accessible)</li> <li>b. Common methods used to inspect particular components (e.g., roofs, attics, sub-floor crawl spaces, mechanical components)</li> </ul>	<p>The proposed Fundamentals course curriculum <b>convincingly demonstrates</b> a sophisticated understanding of the curriculum requirements as demonstrated in the <b>description</b> and the <b>complete and comprehensive coverage</b> of the component in:</p> <p>Educational Objective 2: Inspection Methods and Limitations</p>
<p><b>Reviewer Rating:</b>    <input type="checkbox"/> <i>Does Not Meet</i>    <input type="checkbox"/> <i>Partially Meets</i>    <input type="checkbox"/> <i>Meets</i>    <input type="checkbox"/> <i>Exceeds</i></p>			
<p><b>Reviewer Comments:</b></p>			

# EDUCATIONAL OBJECTIVE 3: DEFECTIVE AND NONFUNCTIONING SYSTEMS AND COMPONENTS

Educational Objective 3: Defective and Nonfunctioning Systems and Components			
Ranking			
<i>Does Not Meet</i>	<i>Partially Meets</i>	<i>Meets</i>	<i>Exceeds</i>
<p>The proposed Fundamentals course curriculum provides <b>little and/or no evidence</b> of topic coverage for the required components in:</p> <p>Educational Objective 3: Defective and Nonfunctioning Systems and Components</p>	<p>The proposed Fundamentals course curriculum <b>partially and/or minimally</b> outlines the required topic coverage. The proposed curriculum has some <b>and/or insufficient coverage</b> of the components in:</p> <p>Educational Objective 3: Defective and Nonfunctioning Systems and Components</p>	<p>The proposed Fundamentals course curriculum <b>clearly</b> describes and has <b>complete coverage</b> of the components in:</p> <p>Educational Objective 3: Defective and Nonfunctioning Systems and Components</p> <ul style="list-style-type: none"> <li>a. Common expected service life of building &amp; mechanical components</li> <li>b. Common indicators of potential failure (e.g., rust &amp; corrosion, unusual noise, excessive vibration, and/or lack of routine maintenance)</li> <li>c. Common safety hazards</li> <li>d. Common test instruments and their proper use for qualitative analysis (e.g., moisture meters, CO meters, probes)</li> </ul>	<p>The proposed Fundamentals course curriculum <b>convincingly demonstrates</b> a sophisticated understanding of the curriculum requirements as demonstrated in the <b>description</b> and the <b>complete and comprehensive coverage</b> of the component in:</p> <p>Educational Objective 3: Defective and Nonfunctioning Systems and Components</p>
<p><b>Reviewer Rating:</b>    <input type="checkbox"/> <i>Does Not Meet</i>    <input type="checkbox"/> <i>Partially Meets</i>    <input type="checkbox"/> <i>Meets</i>    <input type="checkbox"/> <i>Exceeds</i></p>			
<p><b>Reviewer Comments:</b></p>			

# EDUCATIONAL OBJECTIVE 4: RECOMMENDATIONS FOR CORRECTION

Educational Objective 4: Recommendations for Correction			
Ranking			
<i>Does Not Meet</i>	<i>Partially Meets</i>	<i>Meets</i>	<i>Exceeds</i>
<p>The proposed Fundamentals course curriculum provides <b>little and/or no evidence</b> of topic coverage for the required components in:</p> <p>Educational Objective 4: Recommendations for Correction</p>	<p>The proposed Fundamentals course curriculum <b>partially and/or minimally</b> outlines the required topic coverage. The proposed curriculum has some <b>and/or insufficient coverage</b> of the components in:</p> <p>Educational Objective 4: Recommendations for Correction</p>	<p>The proposed Fundamentals course curriculum <b>clearly</b> describes and has <b>complete coverage</b> of the components in:</p> <p>Educational Objective 4: Recommendations for Correction</p> <ul style="list-style-type: none"> <li>a. Correct professional or tradesperson required to effect repairs or perform further evaluations</li> <li>b. Common remedies for correction</li> <li>c. Relationships between components in the building</li> <li>d. When to immediately inform building occupants of a life threatening safety hazard (e.g., gas leak, carbon monoxide accumulation)</li> </ul>	<p>The proposed Fundamentals course curriculum <b>convincingly demonstrates</b> a sophisticated understanding of the curriculum requirements as demonstrated in the <b>description</b> and the <b>complete and comprehensive coverage</b> of the component in:</p> <p>Educational Objective 4: Recommendations for Correction</p>
<p><b>Reviewer Rating:</b>    <input type="checkbox"/> <i>Does Not Meet</i>    <input type="checkbox"/> <i>Partially Meets</i>    <input type="checkbox"/> <i>Meets</i>    <input type="checkbox"/> <i>Exceeds</i></p>			
<p><b>Reviewer Comments:</b></p>			

# **RUBRIC FOR TOPIC AREA III: BUSINESS OPERATIONS**

# EDUCATIONAL OBJECTIVE 1: ELEMENTS OF THE WRITTEN INSPECTION CONTRACT

Educational Objective 1: Elements of the Written Inspection Contract			
Ranking			
<i>Does Not Meet</i>	<i>Partially Meets</i>	<i>Meets</i>	<i>Exceeds</i>
<p>The proposed Fundamentals course curriculum provides <b>little and/or no evidence</b> of topic coverage for the required components in:</p> <p>Educational Objective 1: Elements of the Written Inspection Contract</p>	<p>The proposed Fundamentals course curriculum <b>partially and/or minimally</b> outlines the required topic coverage. The proposed curriculum has some <b>and/or insufficient coverage</b> of the components in:</p> <p>Educational Objective 1: Elements of the Written Inspection Contract</p>	<p>The proposed Fundamentals course curriculum <b>clearly</b> describes and has <b>complete coverage</b> of the components in:</p> <p>Educational Objective 1: Elements of the Written Inspection Contract</p> <ul style="list-style-type: none"> <li>a. Purpose of a contract</li> <li>b. Elements of a contract (e.g., names of parties, scope of inspection, terms of service, exclusions and limitations, address, date and times of inspection, limits of liability, dispute resolution, and understanding State specific elements)</li> <li>c. How home inspections relate to the real estate transaction.</li> <li>d. Timing of delivery and signing contract</li> </ul>	<p>The proposed Fundamentals course curriculum <b>convincingly demonstrates</b> a sophisticated understanding of the curriculum requirements as demonstrated in the <b>description</b> and the <b>complete and comprehensive coverage</b> of the component in:</p> <p>Educational Objective 1: Elements of the Written Inspection Contract</p>
<p><b>Reviewer Rating:</b>    <input type="checkbox"/> <i>Does Not Meet</i>    <input type="checkbox"/> <i>Partially Meets</i>    <input type="checkbox"/> <i>Meets</i>    <input type="checkbox"/> <i>Exceeds</i></p>			
<p><b>Reviewer Comments:</b></p>			

# EDUCATIONAL OBJECTIVE 2: RESPONSIBILITIES TO THE CLIENT

Sub-Objective: a. Legal concepts			
Ranking			
Does Not Meet	Partially Meets	Meets	Exceeds
<p>The proposed Fundamentals course curriculum provides <b>little and/or no evidence</b> of topic coverage for the required components in:</p> <p>a. Legal concepts</p>	<p>The proposed Fundamentals course curriculum <b>partially and/or minimally</b> outlines the required topic coverage. The proposed curriculum has some <b>and/or insufficient coverage</b> of the components in:</p> <p>a. Legal concepts</p>	<p>The proposed Fundamentals course curriculum <b>clearly</b> describes and has <b>complete coverage</b> of the components in:</p> <p>a. Legal concepts</p> <ul style="list-style-type: none"> <li>i. Fundamental legal concepts (e.g. fiduciary responsibility, contractual responsibility, liability, negligence, due diligence, and consumer fraud)</li> <li>ii. Licensing requirements (Chapter 18.280 RCW; Chapter 308-408, 408A, and 408B WAC)</li> <li>iii. The Washington State Standards of Practice (SOP) for home inspections (Chapter 308-408C WAC)</li> <li>iv. Washington State Code of Ethics (COE) for home inspectors (Section 308-408C-020 WAC)</li> <li>v. Limitations of a visual inspection versus a technically exhaustive inspection.</li> <li>vi. Boundaries of personal expertise and professional scope of practice (e.g., don't exceed your area of expertise)</li> <li>vii. Identify conflicts of interest to the client (e.g., inspector interest in the property, third-party stakeholders with financial interest in the outcome of the inspection)</li> </ul>	<p>The proposed Fundamentals course curriculum <b>convincingly demonstrates</b> a sophisticated understanding of the curriculum requirements as demonstrated in the <b>description</b> and the <b>complete and comprehensive coverage</b> of the component in:</p> <p>a. Legal concepts</p>
<p><b>Reviewer Rating:</b>    <input type="checkbox"/> <i>Does Not Meet</i>    <input type="checkbox"/> <i>Partially Meets</i>    <input type="checkbox"/> <i>Meets</i>    <input type="checkbox"/> <i>Exceeds</i></p>			
<p><b>Reviewer Comments:</b></p>			

<b>Sub-Objective: b. Building Codes</b>			
<b>Ranking</b>			
<i>Does Not Meet</i>	<i>Partially Meets</i>	<i>Meets</i>	<i>Exceeds</i>
<p>The proposed Fundamentals course curriculum provides <b>little and/or no evidence</b> of topic coverage for the required components in:</p> <p>b. Building Codes</p>	<p>The proposed Fundamentals course curriculum <b>partially and/or minimally</b> outlines the required topic coverage. The proposed curriculum has some <b>and/or insufficient coverage</b> of the components in:</p> <p>a. Building Codes</p>	<p>The proposed Fundamentals course curriculum <b>clearly</b> describes and has <b>complete coverage</b> of the components in:</p> <p>a. Building Codes</p> <ul style="list-style-type: none"> <li>i. The difference between a municipal building inspector and a home inspector and understand the core competencies unique to each as well as their common core competencies.</li> <li>ii. Where and how to determine which codes are being used in one's areas of operation.</li> <li>iii. How to look up code requirements in code publications.</li> <li>iv. Which code violations are most commonly encountered by home inspectors.</li> <li>v. And explain possible code violations found to the client using language the client can understand.</li> <li>vi. How and when to refer the client to the Authority Having Jurisdiction (AHJ) to resolve potential code issues.</li> <li>vii. How to deal with customer complaints most effectively.</li> </ul>	<p>The proposed Fundamentals course curriculum <b>convincingly demonstrates</b> a sophisticated understanding of the curriculum requirements as demonstrated in the <b>description</b> and the <b>complete and comprehensive coverage</b> of the component in:</p> <p>a. Building Codes</p>
<p><b>Reviewer Rating:</b>    <input type="checkbox"/> <i>Does Not Meet</i>    <input type="checkbox"/> <i>Partially Meets</i>    <input type="checkbox"/> <i>Meets</i>    <input type="checkbox"/> <i>Exceeds</i></p>			
<p><b>Reviewer Comments:</b></p>			

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Sub-Objective: c. Business Operations			
Ranking			
<i>Does Not Meet</i>	<i>Partially Meets</i>	<i>Meets</i>	<i>Exceeds</i>
<p>The proposed Fundamentals course curriculum provides <b>little and/or no evidence</b> of topic coverage for the required components in:</p> <p>c. Business Operations.</p>	<p>The proposed Fundamentals course curriculum <b>partially and/or minimally</b> outlines the required topic coverage. The proposed curriculum has some <b>and/or insufficient coverage</b> of the components in:</p> <p>c. Business Operations</p>	<p>The proposed Fundamentals course curriculum <b>clearly</b> describes and has <b>complete coverage</b> of the components in:</p> <p>c. Business Operations</p> <ul style="list-style-type: none"> <li>i. General customer service skills and interpersonal communication skills unique to home inspectors.</li> <li>ii. Types and purpose of financial protection (e.g., general liability, professional E&amp;O, bonding, and warranties).</li> <li>iii. Business records that must be maintained under state law</li> </ul>	<p>The proposed Fundamentals course curriculum <b>convincingly demonstrates</b> a sophisticated understanding of the curriculum requirements as demonstrated in the <b>description</b> and the <b>complete</b> and <b>comprehensive coverage</b> of the component in:</p> <p>c. Business Operations</p>
<p><b>Reviewer Rating:</b>    <input type="checkbox"/> <i>Does Not Meet</i>    <input type="checkbox"/> <i>Partially Meets</i>    <input type="checkbox"/> <i>Meets</i>    <input type="checkbox"/> <i>Exceeds</i></p>			
<p><b>Reviewer Comments:</b></p>			